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ABSTRACT

Designed to provide Oregon vocational directors and teachers with a process for collecting information to be used in evaluating and planning vocational education programs, this handbook presents guidelines for both local annual planning and long-range planning. Various items to consider when reviewing an existing program are covered, including availability of jobs for graduates, program outcomes, program components, developing a plan for the program, modification and operating costs, and alternatives to the program. Examined next are the following aspects of reviewing an alternative program: assisting the availability of jobs for program completers, determining program outcomes, estimating program operating costs, and evaluating alternatives to the program. The following areas of the decision-making process for a new program are described: availability of jobs for program participants, interest in the new program, preliminary plans for the program under consideration, operating costs, cost effectiveness, and alternatives to the program. Also set forth are guidelines for developing a district long-range plan. A planning leader's guide is provided. Included in appendixes are Oregon standards applying to vocational education, proposed specific vocational program requirements, and 27 forms for use in planning a vocational program. (MN)

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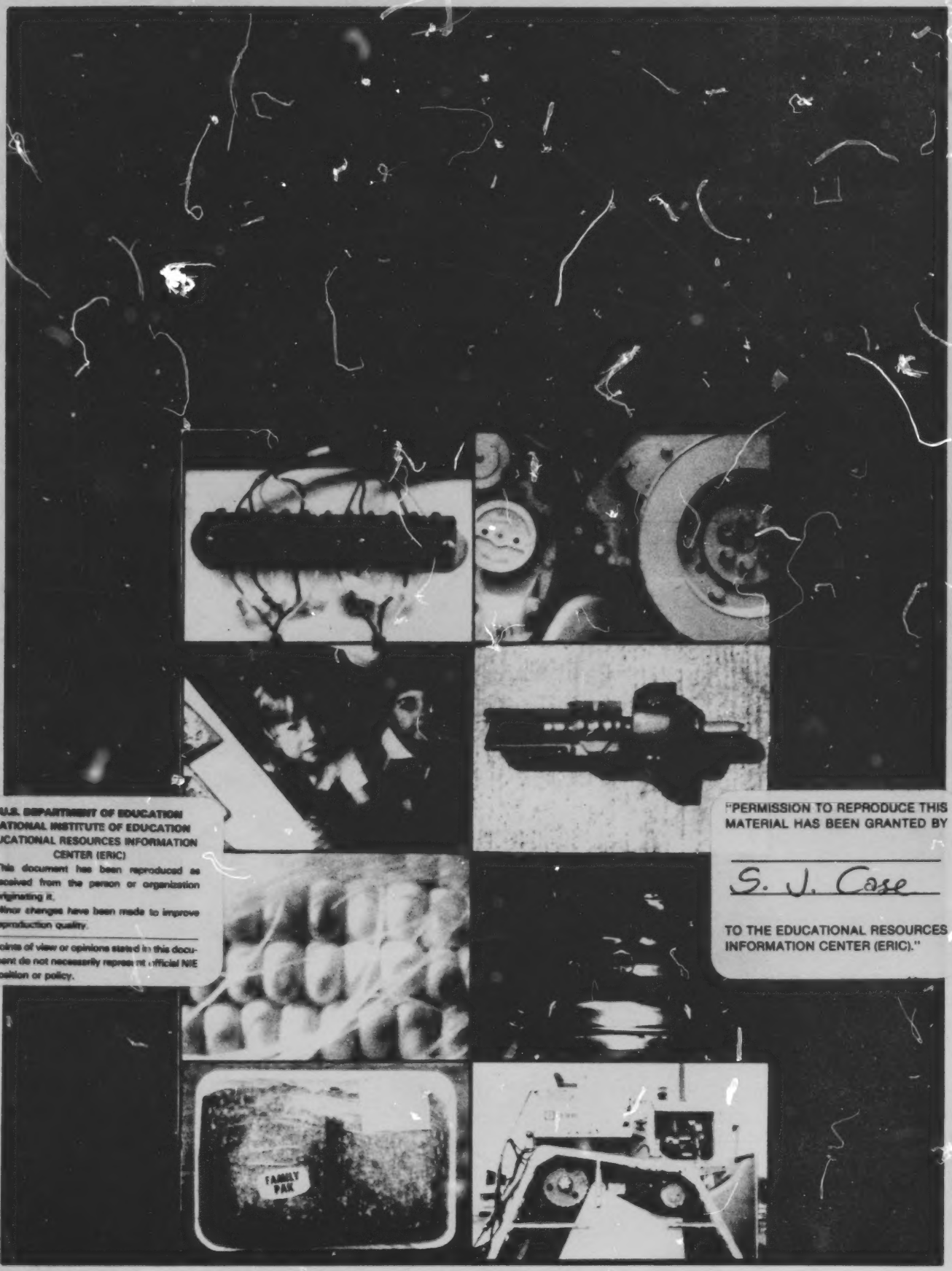

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A Note From Project Staff

Evaluation and planning are facts of life to vocational education programs. These processes are important because they can help improve the program and they are required for vocational programs that use state and federal money. In this document we provide vocational directors and teachers with a process for collecting information to be used in evaluation and planning. This material is designed to collect information required for:

- Local annual planning which includes:
  - Review of an existing program
  - Review of an alternative program in use
  - Decision making process for a new program
- Long range planning

These processes suggest characteristics of an optimal vocational program. If your vocational program includes the characteristics identified in Form H, it will meet Oregon Department of Education minimum standard requirements. In addition we have marked with an asterisk items that meet minimum requirements for vocational program approval by the Oregon Department of Education.

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IMAGES OF PROGRESS: A note about the photographs in this book

The illustrations were designed to provide one interesting visual image from each of twelve vocational areas taught in Oregon high schools. Wherever possible, the cooperating business or industry suggested something they felt was a trend or a special achievement in their field. In some cases, a traditional example was used.

Neither the "comment" sections on the backs of photo pages nor the photos themselves is intended to be comprehensive or representative of the entire vocational area included.

The designer worked with the following Portland Area businesses and industries to develop the pictures and information used in the graphics:

Holladay Park Hospital, Tektronix, Halton Tractor, Cummins Diesel, The Western Wood Products Association, University of Oregon Health Sciences Center, Roger Cooper Associates Construction, Benson Hotel, Portland Police Bureau, Fred Meyer, Inc., Frederick and Nelson and the Collins Farm.

Acknowledgements

The most critical times in the development of a written project are the early brainstorm stage when people think about what is possible, and the field test stage when potential users give the material a try. The first stage is important because purposes and themes are identified, the latter because only people who see the material as a finished piece and try to use it can tell if what is written is clear and makes sense. We appreciate having heard things like, "I don't understand this", "Don't bother with this form", "Why do we have to skip around so much?", and "We don't budget this way", because this feedback is essential in making the process this document describes work. You were interested and thoughtful in the assistance you provided.

Thank you so much.

Vocational Program Review and Planning Project

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Evaluating and Planning for Vocational Education in Oregon

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Forms, Forms, Forms

Form	Title
A	Employment and Educational Status of Program Completers
B	Cumulative Record, Enrollment and Educational Status of Program Completers
C	Student Follow-Up Study (Samply Survey)
D	Employer Follow-Up Study (Sample Survey)
E	Summary, Employer Follow-Up
F	Summary, Student Follow-Up
G	Student Achievement Trends
H	Review of Vocational Program Components
I	Student Course Critique (Sample Survey)
J	Student Critique Program Summary
K	Program Long Range Plan
L	Costs for Program Modification
M	Direct Operating Costs Per Year
N	Possible Changes to Improve Program Costs
O	Alternatives to Existing Vocational Programs
P	Summary, Annual Program Review
Q	List of Existing District Vocational Education Programs
R	Student Interest Survey
S	Student Interest In and Related Business/Industry Support of the Vocational Program
T	Preliminary Plan for a New Program
U	Secondary Vocational Program Application Request
V	Building/District Long Range Plan
AA	Employment Trends for Occupations Addressed by an Existing/Proposed Vocational Program
BB	Additional Employment-Related Training Opportunities
CC	Total (Unduplicated) Enrollment in the Program by Year
DD	Enrollment and Completion Trends for Special Population Groups by Year
EE	Students Participating in Cooperative Work Experience by Year and Special Population Groups

Introduction

What Is the Purpose of this Handbook?

Planning for Progress provides school vocational directors and teachers a process to use in collecting information for vocational education evaluation and planning. This notebook is organized into sections as follows:

Local Annual Planning

- Review of an Existing Program
- Review of an Alternative Program
- Decision Making Process for a New Program

Long Range Planning

Leader's Guide
Appendix
Forms

These processes suggest characteristics of an optimal vocational program. If your vocational program includes the characteristics identified in Form H, it will meet Oregon Department of Education minimum standard requirements. In addition, we have marked with an asterisk items that relate to minimum requirements for vocational program approval by Oregon Department of Education.

Who is Responsible for Vocational Evaluation and Planning?

The school's vocational director! It is up to that person to start the process and ask for help, as it is needed, from the vocational teachers, the regional coordinator and vocational advisory committee members.

Important!

The school vocational director doesn't need to do this alone. The regional vocational coordinator has material and is prepared to help organize the planning process, collect information, and interpret the various forms. Give him or her a call before you start. Ask for help.

How Long Will Each Process Take?

We're not willing to estimate in hours how long you will need to spend collecting information and thinking about the questions we raised here. Obviously the amount of time needed will vary depending on the people involved, how a program is working and how easily available information is. What we know is that careful program review and thoughtful planning does take time, and you should be prepared to spend several hours on the tasks.

What Information is Needed for These Processes?

A number of forms to use in collecting data have been provided. One form may be used a number of times to collect data for different steps in the local planning process, so the copies we've provided are intended to be masters which can be reproduced as needed. The forms identified by a double letter – AA, BB, etc. which are located at the end of the forms section are intended for regional coordinators to use in collecting data to assist the local district.

How is Each Step of the Process Organized?

Each step is usually divided into three parts:

Collect Information:

In this part we provide a list of forms to use in collecting data to use for decision making and suggest who should collect the data.

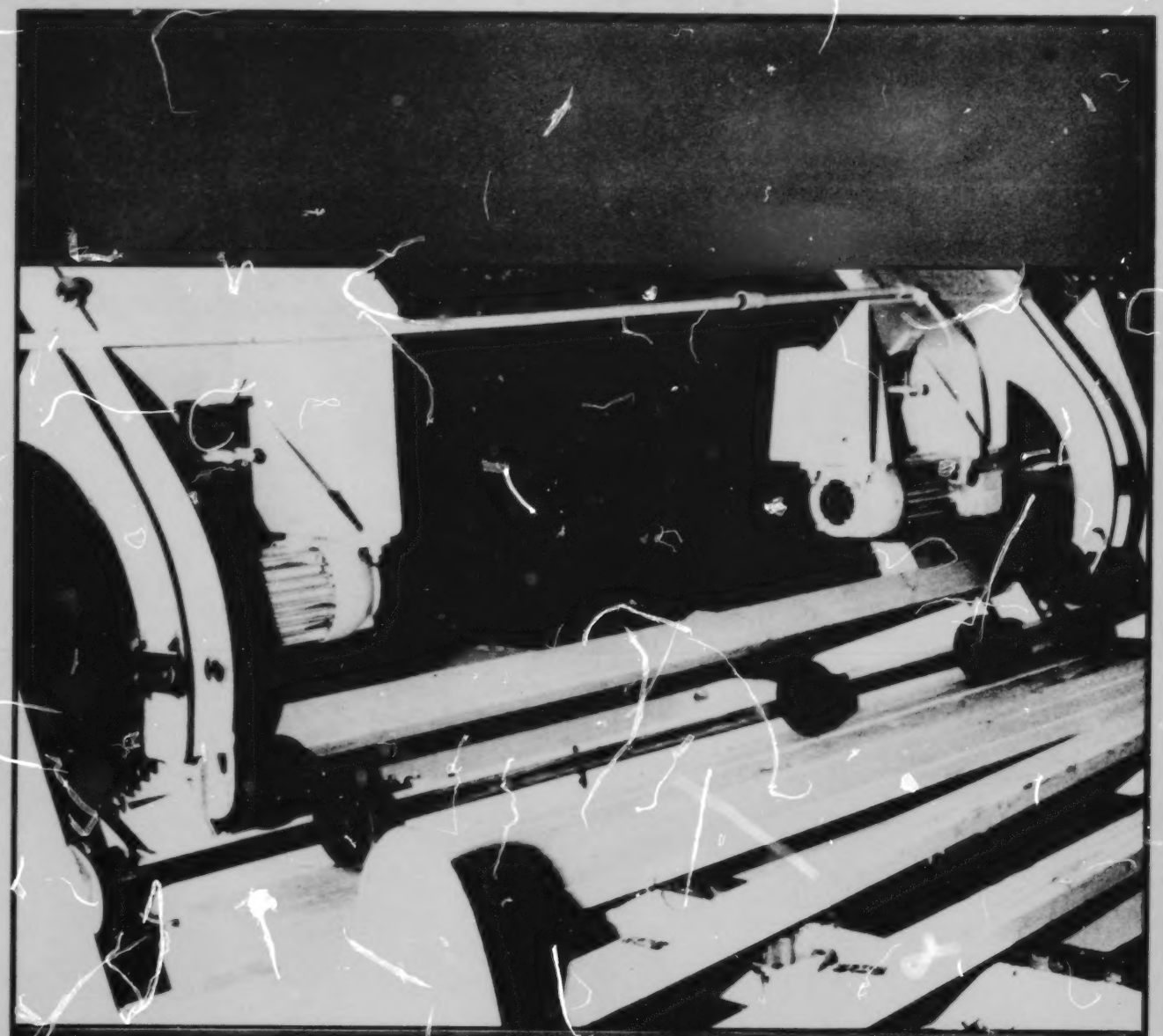
Copies of the forms are located in the final section of this material. One form may be used a number of times to gather information at different times in the process so the copies we've provided are intended to be used as masters for you to reproduce.

Answer the Questions:

In this part we ask several questions which serve as organizers for the information you've collected. Space is provided to record totals and to summarize your conclusions.

Go to the Next Step:

This part provides directions for your next step in the process.



COMMENT

FOREST PRODUCTS:

One relatively new achievement in the lumber industry involves the use of a laser log scanner which can identify very efficiently the variety of cuts possible in a log.

Existing Programs

Begin the Process by Completing the Following Forms:

Regional Coordinator

Form AA	Employment Trends
Form BB	Employment Related Training Opportunities
Form CC	Enrollment Trends
Form E	Summary – Employee Follow-Up, (if no local follow-up exists)
Form F	Summary – Student Follow-Up, (if no local follow-up exists)

Advisory Committee

Form H	Review of Program Components
Form L	Financial Data

Teacher

Form C	Student Follow-Up (sample survey)
Form D	Employer Follow-Up (sample survey)
Form E	Summary – Employer Follow-Up (if local survey is used)
Form F	Summary – Student Follow-Up (if local survey is used)
Form G	Student Achievement Trends
From H	Review of Program Components
Form I	Student Course Critique (sample)

Existing Program

3

Collect Information: Jobs

Who collects data	Forms
Regional Coordinator	AA BB

These forms are tools! If it makes more sense to enter the information directly in the space provided below, do so.

NOTE: Master copies of these forms are in the back of this book.

Answer The Questions

1. Are there adequate jobs for program completers?* _____

Vocational program area _____ Average annual job openings requiring high school preparation:
supply _____ # demand _____ (Form AA)

2. Are additional vocational education opportunities available (e.g., community college, proprietary schools, apprenticeship programs)? _____
programs available (Form BB) _____

★ Are the number of jobs and additional education opportunities adequate? _____

Go To The Next Step

- If adequate jobs and training opportunities are available, consider your program outcomes. See page 5.
- If few jobs exist, consider involving your students in an alternative program. See page 17.

**ODE suggested criteria for adequate jobs:* *10,000 employed; 2000 expansion and replacement over the next 5 years in Oregon.*

Collect Information: Program Outcomes

Who collects data	Forms	Sample Surveys
Regional Coordinator	CC, DD	C, D, F
Vocational Director	A, B, C, D, E, F	
Teacher	G	

Answer The Questions

1. Are former students employed in related occupations or pursuing further education in related fields?

Number and percent of program completers doing so (Forms A, B) _____

2. Are program completers who work full time in related fields prepared to do their jobs?

Number and percent of program completers whom employers feel are adequately prepared (Form E) _____

Percent of program completers who believe they were adequately prepared to do their jobs (Form F) _____

3. Does the program provide equal opportunity for special population groups (E.G., handicapped, disadvantaged, limited-English proficiency, women in male-intensive occupations or vice versa)?

Total unduplicated enrollment (Form CC) _____

Number of students in the program in special population groups (Form DD) _____

Number of students in special population groups who completed the program (Form DD) _____

Number of students in the total population who completed the program (Form DD) _____

4. Are program course goals/competencies being achieved by students?

Percent of students in the program who have met the goals/competencies (Form G) _____

★ Can the program be improved? _____

Go To The Next Step

- Consider the components of your program. See page 7.

Collect Information: Program Components

Who collects data	Forms
Teacher Vocational Director Advisory Committee	H, I, J

Important Information Related to Form H

Form H asks questions about program components, e.g., advisory committee, staff, equipment, etc. The questions in the form refer to characteristics that would be part of an optimal vocational education program.

As an added feature, certain items relate to minimum requirements for Oregon Department of Education vocational program approval. They are preceeded by an asterisk (*). If you have questions about implementing these requirements you should ask your regional coordinator or the state vocational program specialist.

A list of Oregon Department of Education standards that apply to vocational programs in Oregon as of Summer 1981 is provided in Appendix I. Information on Oregon Department of Education requirements for individual programs is provided in Appendix II.

If your vocational program includes the characteristics identified in Form H it will meet state minimum standard requirements.

Answer The Questions

★ In which components should changes be made? (Summarize from Form H)

★ Who recommends the changes?

Record this information in the graph on page 8.

Program Components	Who Made the Suggestion: Students (Forms C, D, I, J)	Advisory Committee (Form H)	Teachers (Form H)	School Administrators	School Board Members	Coop Work Experience Employers	Employers of Program Completers (Form D)
Advisory Committee							
Staff							
Students							
Equipment & Facilities							
Safety							
Instructional Materials							
Instruction							
Cooperative Work Experience							
Vocational Student Organizations							
Job Placement & Follow-Up							
Guidance							
Evaluation							

Go To The Next Step

- If changes need to be made in the existing program, develop a plan to make the changes. See page 9.
- If no changes need to be made in the existing program, consider how much the program costs. See page 13.

Existing Program

Develop A Plan For The Program

Who Participates	Form
Vocational Director Teacher Advisory Committee Other District Personnel	K

Do The Following On Form K

- If your program is operating at top efficiency, prepare a plan that extends current operating procedures into the future. Use Form K, side 2.
- If you want to change your program, use Form K, sides 1 and 2.
  a. Summarize the problem/deficiency or proposals for reducing costs.
  b. Describe proposed changes in student performance, enrollment, and/or cost.
  c. Summarize a plan for program improvement and/or reducing costs.

  1) Identify the program component targeted for the change

  - *Examples of program components:*

Advisory committee	*Instruction*
Staff	*Cooperative work experience*
Students	*Vocational student organizations*
Equipment and facilities	*Job placement*
Safety	*Guidance*
Instructional materials	*Evaluation*

  2) Identify the improvement goal/goals for each targeted component

  - *Examples of program components with goals:*

Component:	*Goal:*
Evaluation	*Increase student achievement in Metals II to 80% of all objectives by 90% of all students*
Cooperative work experience	*50% of all 11th grade and 90% of all 12th grade students will participate successfully in CWE*

3) Complete a program long range plan

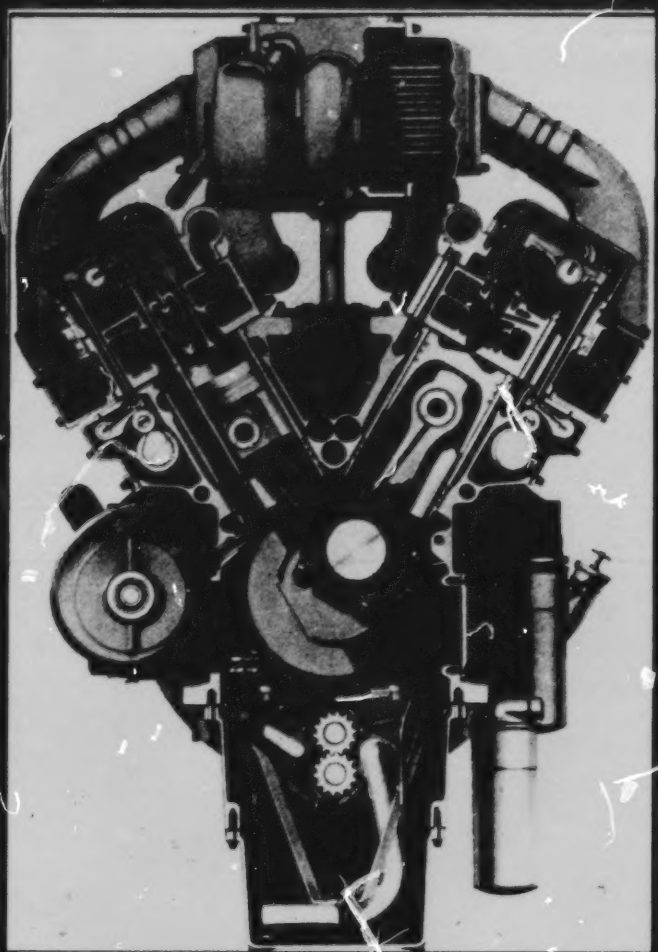
   a. State objectives in measureable terms
   b. Estimate starting and completion dates
   c. Estimate costs for accomplishing each objective

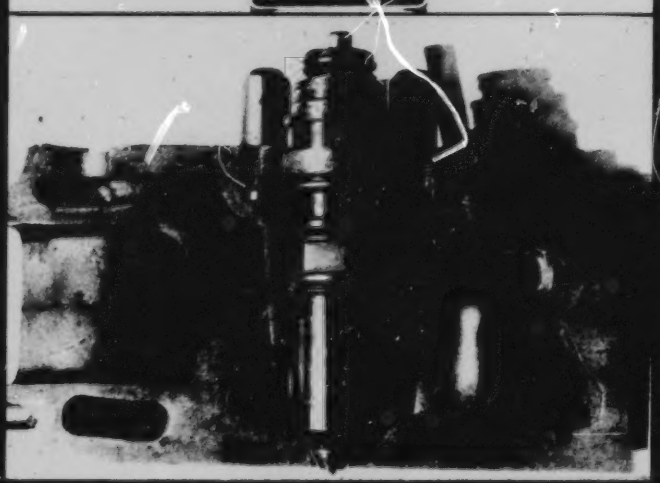
Example:

Program Component Goal	1981-1982	1982-1983	1983-1984
Component: Students *Goal: Increase enrollment from 50-120*	*Counselors inserviced (10/1/81) - 1/15/82) ($60); Brochure developed (1/15/82 - 3/15/82) ($150); 60 students enrolled*	*Course upgraded (9/15/82 - 5/15/83) ($800); 90 students enrolled*	*Brochure upgraded (10/1/83 - 11/30/83) ($175); 120 students enrolled*
Component: Equipment and Facilities *Goal: Upgrade equipment*	*20 electric typewriters purchased (10/1/81 - 12-31-81) ($16,000); 2 10-key adding machines (1/2/82 - 3/15/82) ($150)*	*20 electric typewriters purchased (10/1/82 - 12/31/82 ($16,500); 2 10 key adding machines (1/2/83 - 3/15/83) ($200)*	*1 CRT work processor purchased and installed (10/15/83 - 3/1/84) ($17,000)*
Component: Staff *Goal: Upgrade technical competencies of teachers*	*3 teachers visit at least 2 businesses (2/15/82 - 4/15/82); 1 teacher participate in exploratory work experience during summer.*	*1 teacher particpate in exploratory work experience during summer; 1 teacher participate in indepth work experience during summer.*	*1 teacher particpate in exploratory work experience during summer; 1 teacher participate in indepth supervised work experience during summer.*
Total			

Next Step

- After you have developed the plan, consider how much it costs to make the changes. See page 11.





COMMENT

INDUSTRIAL MECHANICS:

Enrollment in the Cummins Diesel Training Center will vary with the industry's demands. The apprenticeship trainer there emphasized the need for basics such as combustion and injection theory which can be applied to solving many problems on the job.

Existing Program

Collect Information: Modification Costs

Who collects data	Form
Vocational Director Teacher	L

Answer The Questions

Modification costs are costs related to implementing a change. They do not include operating costs.

1. What are the costs for purchasing new materials and/or equipment and/or space? _____

2. What are the costs for upgrading existing staff/adding additional staff? _____

3. What are the costs for staff time to make necessary program improvements (e.g., curriculum development time)? _____

Total _____

Summarize conclusions:

★ Are modification costs to improve program effectiveness or to lower costs acceptable? _____

Go To The Next Step

- After you know what it will cost to make the changes, consider the operating costs of the modified program. See page 13.

Existing Program

Collect Information: Operating Costs

Who collects data	Form
Vocational Director	M

Answer The Questions

1. The actual expenditure per student (AEPS) for the program is (Form M) $ _____

2. The ideal expenditure per student (IEPS) for the program is (Form M) $ _____

★ Is the total cost for conducting the existing/modified program acceptable? _____

Having trouble . . . your regional coordinator knows what should be included in the items on the form. Give him/her a call.

Go To The Next Step

- After your have calculated operating costs for your program or plan, consider whether you can reduce operating costs. See page 15.

Collect Information: Least Costs

Who collects data	Form
Teacher	N

Answer The Questions

1. Can the amount of time needed to complete the program be reduced? _____
2. Are more efficient instructional methods available? _____
3. Can alternative equipment reduce the amount of instructional time or maintenance costs? _____
4. Can the enrollment in the program be increased? _____
5. Can students get similar job skills through other vocational programs? _____
6. What is the effect of changes in these areas on student employability? _____

Summarize conclusions:

★ Can the operating costs of the program be reduced without affecting the employability of students? _____

Go To The Next Step

- If your existing or proposed program is as efficient as possible, consider whether an alternative program can do the job less expensively. See page 17.
- If you can operate your existing or proposed program less expensively, fill out new forms K, L and M. Then see if an alternative program can do the job less expensively. See page 17.
- If you cannot afford to operate the existing or proposed program, see if an alternative program can do the job less expensively. See page 17.

Existing Program

Collect Information: Alternatives to the Program

Who collects data	Forms
Vocational Director	O, P

Answer The Questions

An alternative is any existing program outside the school in which students could participate.

1. What are the instructional costs (tuition)? _____
2. What are the support costs (transportation, supervision)? _____
3. What are the materials costs? _____
4. Is the schedule of classes feasible for district students? _____
5. Is transportation available? _____
6. Are students willing to participate? _____
7. Does the alternative program promote employability? _____
8. Compare the costs and feasibility of the alternative program to the costs and feasibility of the existing program. _____

Summarize conclusions:

★ Is there an acceptable alternative to operating the vocational program? _____

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Go To The Next Step

- If the alternative is not more cost efficient than your plan to change your program, implement your plan.
- If the alternative is not more cost efficient than your existing program, continue your existing program and fill out a plan to extend this program into the future. Form K, side 2. Directions see page 9.
- If the alternative is more cost efficient than your existing program or your plan to improve your program, implement the alternative.
- If you cannot afford to operate the existing or proposed program and the alternative is not more cost efficient, consider whether there are other reasons for maintaining the existing program. See page 19.

Document Decisions & Recommendations

- Using Form P, summarize the decisions that you have made. The numbers of the pages on which the criterion questions appear are noted in parentheses. Under the heading, "recommendations", appropriate persons should check (✓) the desired actions, then sign and date the form.

Existing Program

Collect Information: Other Reasons

Who collects data

Vocational Director

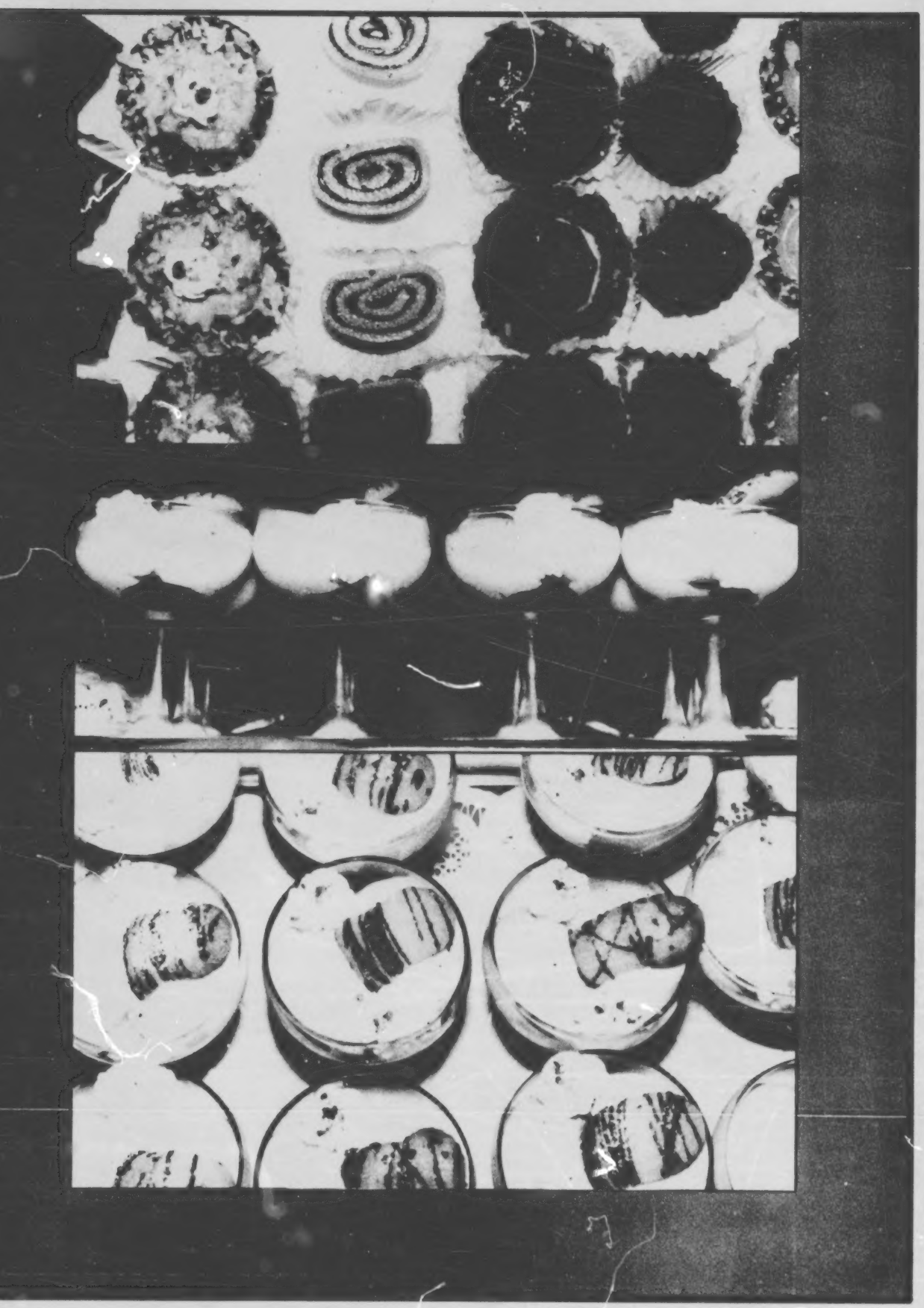
Answer The Questions

1. Are there reasons to maintain an existing program for which supportive data is lacking? Describe.

2. List names and positions of persons who support this rationale.

Go To The Next Step

- Decide whether to maintain the program or discontinue it.



COMMENT
FOOD SERVICES:
"It isn't what we do, it's how we do it," says the Benson Hotel's restaurant manager. Throughout the food service industry visual presentation, consumer participation and a trend toward fresh foods and fat free cooking are combined with style to create the unique identities consumers remember.

Local Annual Planning:

Review of an Alternative Program

Are you using the correct process?

An alternative program is any program outside the school district in which students are participating. If you are reviewing such a program, turn to page 21.

If you are reviewing a program that is taught in the district using district staff and facilities, turn to "Review of an Existing Program," page 1.

If you are considering starting a new program in your district or enrolling your students in a program outside the district that you have not used before, turn to "Decision Making Process for a New Program," page 31.

Alternative Program

Begin the Process by Completing the Following Forms:

Regional Coordinator

Form AA	Employment Trends
Form BB	Employment Related Training Opportunities
Form CC	Enrollment Trends
Form E	Summary – Employee Follow-Up, (if no local follow-up exists)
Form F	Summary – Student Follow-Up, (if no local follow-up exists)

Advisory Committee

Form H	Review of Program Components
Form L	Financial Data

Teacher

Form C	Student Follow-Up (local survey)
Form D	Employer Follow-Up (local survey)
Form E	Summary – Employer Follow-Up (local survey)
Form F	Summary – Student Follow-Up (local survey)
Form G	Student Achievement Trends
From H	Review of Program Components
Form I	Student Course Critique (sample)

Alternative Program

Collect Information: Jobs

Who collects data	Forms
Regional Coordinator	AA BB

These forms are tools! If it makes more sense to enter the information directly in the space provided below, do so.

NOTE: Master copies of these forms are in the back of this book.

Answer The Questions

1. Are there adequate jobs for program completers?* _____

Vocational program area _____ Average annual job openings requiring high school preparation:
supply _____ # demand _____ (Form AA)

2. Are additional vocational education opportunities available (e.g., community college, proprietary schools, apprenticeship programs)? _____
programs available (Form BB) _____

★ Are the number of jobs and additional education opportunities adequate? _____

Go To The Next Step

- If there are many jobs related to the alternative program, consider starting your own program. See new program, page 31.
- If there are limited jobs related to the alternative program, consider your program outcomes. See page 25.

**ODE criteria for adequate jobs:* *10,000 employed; 2000 expansion and replacement over the next 5 years in Oregon.*

Collect Information: Program Outcomes

Who collects data	Forms	Sample Surveys
Regional Coordinator	CC, DD	C, D, F
Vocational Director	A, B, C, D, E, F	
Teacher	G	

Answer The Questions

1. Are former students employed in related occupations or pursuing further education in related fields?

Number and percent of program completers doing so (Forms A, B) _____

2. Are program completers who work full time in related fields prepared to do their jobs?

Number and percent of program completers whom employers feel are adequately prepared (Form E) _____

Percent of program completers who believe they were adequately prepared to do their jobs (Form F) _____

3. Does the program provide equal opportunity for special population groups (e.g., handicapped, disadvantaged, limited-English proficiency, women in male-intensive occupations or vice versa)?

Total unduplicated enrollment (Form CC) _____

Number of students in the program in special population groups (Form DD) _____

Number of students in special population groups who completed the program (Form DD) _____

Number of students in the total population who completed the program (Form DD) _____

4. Are program course goals/competencies being achieved by students?

Percent of students in the program who have met the goals/competencies (Form G) _____

★ Can the program be improved? _____

26

Go To The Next Step

- If program outcomes of the alternative program in use are acceptable, consider whether its costs are acceptable. See page 27.
- If the outcomes of the alternative program in use are not acceptable, consider a different alternative program. See page 29.

Collect Information: Operating Costs

Who collects data	Form
Vocational Director	M

Answer The Questions

1. The actual expenditure per student (AEPS) for the program is (Form M) $ _____

2. The ideal expenditure per student (IEPS) for the program is (Form M) $ _____

★ Is the total cost for conducting the existing/modified program acceptable? _____

Having trouble . . . your regional coordinator knows what should be included in the items on the form. Give him/her a call.

Go To The Next Step

- If the costs of the alternative program in use are acceptable, continue operating it as it is.
- If the costs of the alternative program in use are not acceptable, consider a different alternative program. See page 29.

Collect Information: Alternatives to the Program

Who collects data	Form
Vocational Director	O

Answer The Questions

An alternative is any existing program outside the school district in which district students could participate.

1. What are the instructional costs (tuition)? _____
2. What are the support costs (transportation, supervision)? _____
3. What are the materials costs? _____
4. Is the schedule of classes feasible for district students? _____
5. Is transportation available? _____
6. Are students willing to participate? _____
7. Does the alternative program promote employability? _____
8. Compare the costs and feasibility of the alternative program being used to the costs and feasibility of another alternative program. _____

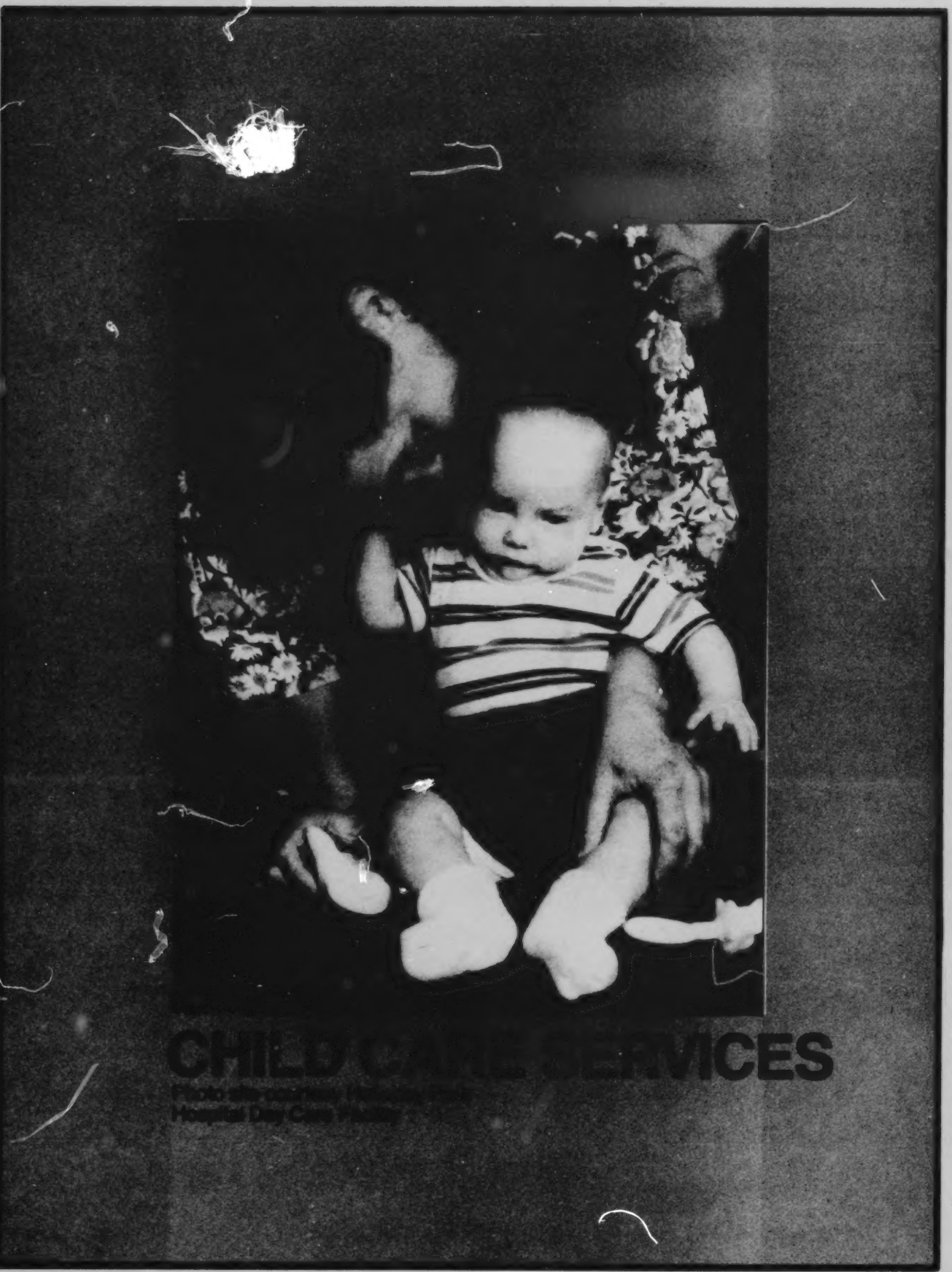
Summarize conclusions:

★ Is there an acceptable alternative to the alternative program being used? _____

30

Go To The Next Step

- If the alternative program being considered appears to be better than the alternative in use and is more cost efficient, implement the program being considered.
- If the alternative program being considered appears to be no better than the alternative program in use, and the alternative program in use is not acceptable, discontinue the program.
- If the alternative program being considered is more costly than the program in use and the alternative program in use is too costly, discontinue the program.


CHILD
VICES

COMMENT

CHILD CARE SERVICES:

An Oregon pioneer in the industrial child care business, Holladay Park Hospital provides subsidized day care for children of employees. "Clients" can be as young as six weeks or as mature as 14 years.

Local Annual Planning:

Decision Making Process for a New Program

Are you using the correct process?

A new program may be taught in the district or it may be a program outside the district in which district students can participate. If you are considering one of those, turn to page 31.

If you are reviewing a program outside the district in which your students are participating, turn to "Review of an Alternative Program," page 21.

If you are reviewing a program that is taught in the district using district staff and facilities, turn to "Review of an Existing Program," page 1.

New Program

Begin the Process by Completing the Following Forms:

Regional Coordinator

- Form AA Employment Trends
- Form BB Employment Related Training Opportunities

District Administrator

- Form Q Existing District Programs
- Form M Financial Data for Existing Programs and Projected Costs for the New Program

The Oregon Department of Education vocational program specialist can help.

Teacher

- Form R Student Interest Survey

Also needed:

Local survey of community and business support for programs being considered.

Collect Information: Jobs

Who collects data	Forms
Regional Coordinator or Vocational Director	AA, BB
Vocational Director	Q

These forms are tools! If it makes more sense to enter the information directly in the space provided below, do so.

NOTE: Master copies of these forms are in the back of this book.

Answer The Questions

1. Are there adequate jobs for program completers?* _____

Vocational program area ___ ___ Average annual job openings requiring high school preparation:
supply _____ # demand _____ (Form AA)

2. Are additional vocational education opportunities available (e.g., community college, proprietary schools, apprenticeship programs)? _____
programs available (Form BB) _____

★ Are the number of jobs and additional educaticn opportunities adequate? _____

Go To The Next Step

- If there are few job opportunities related to the new program, don't consider it.
- If adequate jobs and training opportunities are available, then implementation of a new program should be considered. Determine if your local community and related business and industry will support the new program and if your students are interested in it. See page 35.

**ODE criteria for adequate jobs:* *10,000 employed; 2000 expansion and replacement over the next 5 years in Oregon.*

Collect Information: Interest In A New Program

Who collects data	Form	Sample Survey
Vocational Director	S	R

Answer The Questions

1. Do students want the proposed vocational program?* _____

Number of students interested in occupations related to the proposed vocational program.

Eighth grade _____
Ninth grade _____
Tenth grade _____
Eleventh grade _____
Total interested _____

2. Is there community interest/support for the proposed vocational program? _____

Total interested in/supportive of the proposed program _____

3. Is there related business/industry interest/support for the proposed program? _____

Total number of related businesses/industries in favor of the proposed program _____

★ Should a plan for a new program be developed? _____

Go To The Next Step

- If jobs exist for the new program but student, community or business/industry support is low, consider an alternative program. See page 43.
- If jobs exist and interest is high for the new program, develop a preliminary plan. See page 37.

* *If cost information is necessary at this time, your regional coordinator can help find approximate costs for starting and operating the program being considered.*

New Program

Develop A Preliminary Plan for the Program Being Considered

Who Participates	Forms
Vocational Director Teacher Advisory Committee District Personnel	T Use Form H as a guide for identifying components to include in your program.

Do The Following On Form T

1. Summarize employment trends for occupations related to the vocational program being considered.
2. Identify further vocational education opportunities related to the vocational program being considered.
3. Summarize interest/support evidenced by local businesses, the community and students.
4. Identify purposes/goals for the program.
5. Estimate starting costs for the program.

Next Step

- After you have developed the plan, consider how much it will cost. See page 39.

Collect Information: Operating Costs

Who collects data	Forms
Vocational Director	M, U

Answer The Questions

1. The estimated annual cost for this program $ _____

2. The annual operating cost for the program cannot exceed $ _____

★ Is the total cost for conducting the existing/modified program acceptable? _____

Go To The Next Step

- If projected costs for the new program are acceptable, develop a new program proposal. Call the regional coordinator if you need assistance.
- If projected costs for the new program are not acceptable, compare the projected costs for the new program with the costs of existing programs. See page 41.

Collect Information: Cost Effectiveness

Who collects data	Forms	When
Person who prepares the proposal	Forms M for existing and proposed programs Form U, if necessary	When a proposed new program can't be implemented because of insufficient funds

Answer The Questions

1. Will the cost per student in the proposed program be less than the cost per student in an existing program? _____

2. Are the number of potential jobs and the opportunities for further education greater for the proposed program than for an existing program? _____

3. Are start up costs for the proposed program acceptable? _____

Summarize conclusions:

★ Should the proposed program replace an existing program? _____

Go To The Next Step

- If the new program is not more cost effective than existing programs, consider an alternative. See page 43.
- If the new program is more cost effective than existing programs, terminate an existing program that is less cost effective and develop a new program proposal, Form U. Call the regional coordinator if you need assistance.

New Program

Collect Information: Alternatives to the Program

Who collects data	Form
Vocational Director	O

Answer The Questions

An alternative is any existing program outside the school district in which students could participate.

1. What are the instructional costs (tuition)? _____
2. What are the support costs (transportation, supervision)? _____
3. What are the materials costs? _____
4. Is the schedule of classes feasible for district students? _____
5. Is transportation available? _____
6. Are students willing to participate? _____
7. Does the alternative program promote employability? _____
8. Compare the costs and feasibility of the alternative program being used to the costs and feasibility of another alternative program. _____

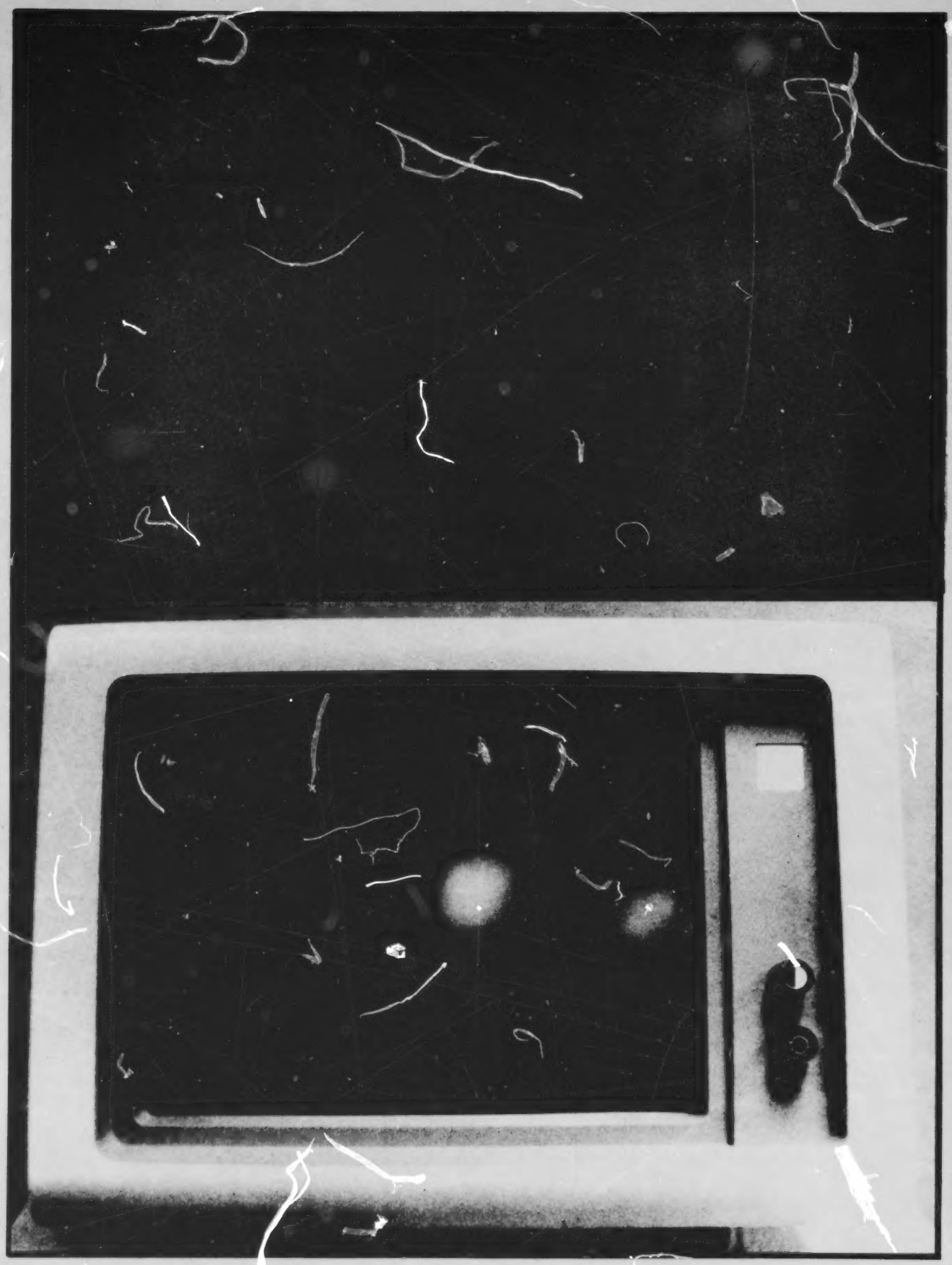
Summarize conclusions:

★ Is there an acceptable alternative to implementing the proposed new program? _____

44

Go To The Next Step

- If the alternative program is acceptable, implement the alternative program.
- If the alternative program is not acceptable, the school should not provide vocational programs for these occupations.



COMMENT

SECRETARIAL-CLERICAL:

The IBM displaywriter screen in our photo is one of many word processing units which have literally changed the face of a profession and which provide processing, storage and retrieval functions for production typists and business educators.

Local Annual Planning:

Long Range Plan For District Vocational Programs

Are you using the correct process?

A long range plan for district vocational programs synthesizes plans for individual programs within schools so that district level decisions can be made about programs and costs. If you are developing such a plan, turn to page 45.

If you are developing a plan to improve an individual program in a school, turn to page 1.

If you are developing a plan for a potential new program, turn to page 31.

Long Range Plan

Begin the Process by Completing the Following Forms:

Vocational Director

Forms K for existing programs
Forms T and supporting M forms for new programs
Supporting M forms for alternative programs in use

Develop a Long Range Plan Using Information Collected During Local Annual Planning, Page 1 to 22.

Who participates

Vocational Director

Forms

V
Forms K for existing programs
Forms T and supporting M forms for new programs
Supporting M forms for alternative programs in use

Do The Following

1. Include existing, alternative and potential new programs in your long range plan.

2. **Re existing programs**

a. Form K sides 1 and 2, provides a long range plan for existing programs in which changes are planned.

b. For existing programs in which no charges were planned, review Form K, side 2. Consider whether new and emerging technology or instructional materials should be added to these programs. If so, fill out a Form V for that program and include provisions for the new technology and or materials.

3. **Re alternative programs**

a. Fill out a copy of form V for each alternative program in use. Use information from supporting M forms.

4. **Re new programs**

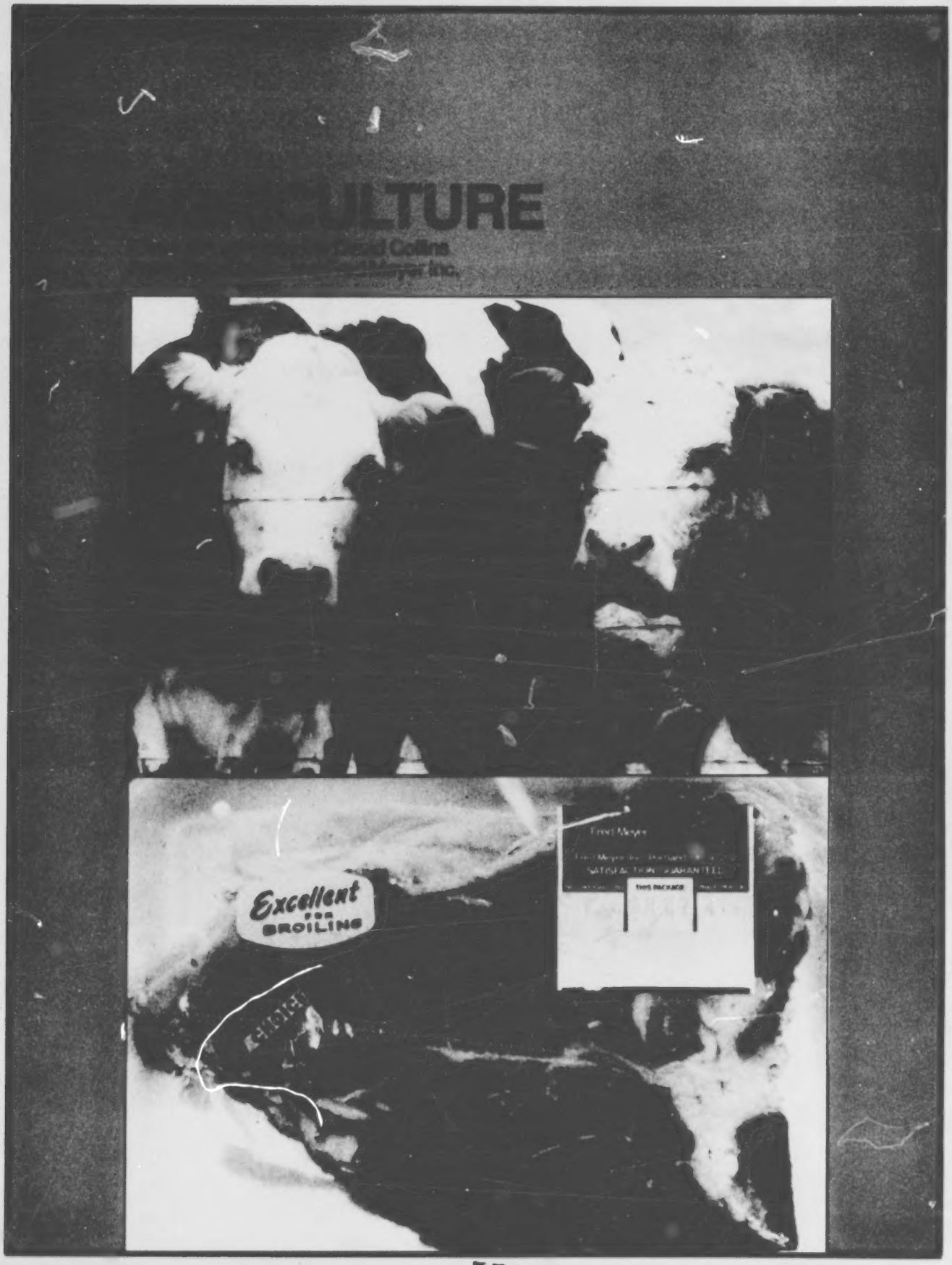
a. Fill out a copy of Form V for each new program. Use information from Forms T and supporting M forms.

5. Total the direct operating and capital costs

6. If the proposed total costs are too high given district budget realities, adjust the objectives either by moving them ahead to subsequent years or by deleting them.

Use the following criteria to help decide what to adjust or cut:

a. Importance of the problem/deficiency
b. Potential impact of the proposed changes on a problem/deficiency
c. Costs


ULTURE
Excellent
FOR
BROILING

COMMENT

AGRICULTURE:

Trends here tend to be toward diversification. New markets have emerged. Oregon nursery stock is increasingly popular in the eastern and southern United States and foreign markets want more Oregon fruits, vegetables and grass seed.

Leader's Guide

Who is the planning leader?

The planning leader is the person who assumes responsibility for managing the planning process for the local district. The school's vocational director is the person who is ultimately responsible for vocational planning and evaluation and this person may choose to manage the planning process. However, this is not essential. The vocational director may prefer to ask the regional coordinator or the ODE vocational program specialist for assistance and may prefer that one of these people manage the planning process.

What is the job of the planning leader?

1. The leader understands the purpose and use of this material. She or he knows what is involved in each section and knows how the sections fit together to form a coordinated, informed planning effort.
2. The leader knows who should be included in the planning process and can give directions to each of the participants throughout the process.
3. The leader is a key person in helping to collect information needed for the planning process.
4. The leader coordinates the efforts of planning team members at planning meetings.

This section provides information that will be useful to the leader in managing the local planning process.

1. Purpose and use of this material

Planning for Progress provides school vocational directors and teachers a process to use in collecting information for vocational education evaluation and planning. This notebook is organized into sections as follows:

Local Annual Planning

Review of an existing program

An existing program is a program that is taught in the district using district staff.

In this section judgments are made about:

- Number of job opportunities and/or further education related to the program. Page 3.
- Program outcomes. Page 5.
- Adequacy of program components. Page 7.
- Possible ways to reduce costs. Page 15.
- Use of an alternative program. Page 17.

If changes need to be made in the program, users are given a process to:

- Develop a plan to change the program. Page. 9.
- Determine if the costs for modification are acceptable. Page 11.
- Decide whether to continue the program despite what evaluative data indicate. Page 19.

Review of an alternative program

An alternative program is a program outside the district in which district students are participating.

In this section judgments are made about:

- Number of job opportunities and/or further education related to the alternative program. Page 23.
- Program outcomes. Page 25.
- Program costs. Page 27.

Decision making process for a new program

A new program may be taught in the district or it may be a program outside the district in which district students can participate.

In this section judgments are made about:

- Potential programs to offer. Page 31.
- Number of job opportunities and/or further education related to potential area. Page 33.
- Level of student interest and community support. Page 35.

If a decision is made to consider a new program, users are given a process to:

- Develop preliminary plans. Page 37.
- Determine the acceptability of costs for the new program. Page 39.

If costs for a new program are not acceptable, users are asked to either:

- Realign a current program. Page 41.
- Use an alternative program. Page 43.

District Long Range Planning

In this section plans for individual programs within schools are synthesized so district level decisions can be made about programs and costs.

Plans from several program areas are compiled. Page 45.
A criteria is provided to help make a decision on where to adjust or cut. Page 47.

Local annual planning and long range planning processes provided here suggest characteristics of an optimal vocational program. If the vocation program includes the characteristics identified in Form H, it will meet Oregon Department of Education minimum standard requirements. In addition, we have marked with an asterisk items that are minimum requirements for vocational program approval by the Oregon Department of Education. We have directed school district people who have questions about implementing the requirements marked with asterisks to call the regional coordinator or the ODE vocational program specialists.

Leader's Guide

This section provides information that will be useful to the leader in managing the local planning process.

Appendix

A list of Oregon Department of Education standards that apply to vocational programs in Oregon as of Summer 1981 is provided in Appendix I.

Information on Oregon Department of Education requirements for specific programs is provided in Appendix II.

Forms

A number of forms to use in collecting data have been provided. One form may be used a number of times to collect data for different steps in the local planning process, so the copies we've provided are intended to be masters which can be reproduced as needed. Forms K and U are intended as models for recording the program or district long range plan. In the actual planning process you will probably need more space for each item.

Forms identified by a double letter (AA, BB, etc.) are intended for the regional coordinator to use in collecting data for the local district.

Remember these forms are tools! If it makes more sense to enter the information directly in the space provided for each step of the process, do so!

2. Who should be included in the planning process?

Certainly the school or district vocational director should be involved, as should the vocational teacher. Each of these people should be responsible for helping to collect data and should have a voice in decision making.

The advisory committee should also be involved. Once basic information is available this group can be the key to determining priorities and recommending changes. Form H provides an excellent vehicle to understanding how each program is functioning and how it might be improved, so we recommend that the advisory committee be invited to participate in the review process that uses that form.

Since regional coordinators work closely with the ODE Vocational Education Section and with local districts, they have access to much information that is useful in vocational planning. Because of their role, we have identified them as the people to call if there are problems in using this material. They have been provided in-service on the use of this material and so are prepared to help.

Finally, the ODE Vocational Program specialists are prepared to provide in-depth information about each of their program areas. They also are familiar with this material and are prepared to help.

Leader's Guide

3. Collecting information for the planning process?

An important part of careful planning is obtaining data to be used in decision making processes. We've tried to assist in that process by providing forms that ask pertinent questions and have space to record the information obtained. Lists of information that is needed and probable sources are provided at the beginning of each section. We've suggested that the regional coordinator can be a "right hand person" in collecting data that is not available in the local district. The chart on the following page shows where the information can be found.

Information Available Outside the Local District

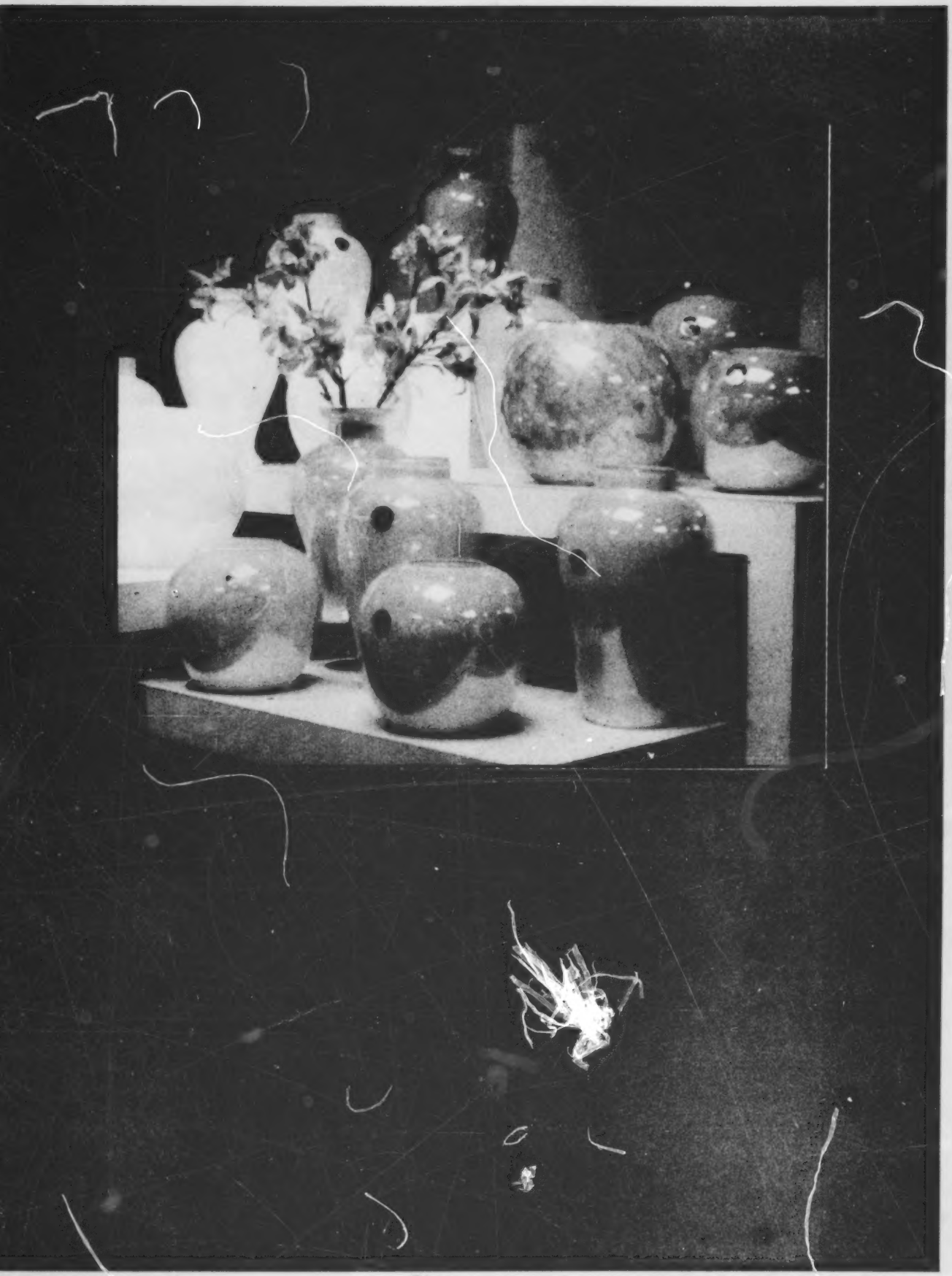
Information	Form	Where to Get It
Employment data – supply demand, trends	AA	Oregon Employment Division local service office. Ask for the most recent copy of "Revision of the Occupational Employment Trends in the State of Oregon." or Call OOICC (503) 378-8146
Employment-related training opportunities	BB	
Community College Programs		Coordinator, Program Development, ODE, 378-5738
Private School Information		Coordinator, Private Vocational School Licensing, ODE, 378-3608 or Coordinator, School Finance and Data Information Service, ODE, 378-3639
Apprenticeship		Specialist Apprenticeship Training, ODE, 378-3593
Employer Based		ODE Vocational Program Specialists
Other		CETA
Total Unduplicated Enrollment	CC	ODE SERVE Report Form 6022
Enrollment trends for special population groups	DD	ODE SERVE Report Forms 6022, 6009B, 6009A or Teacher's grade books
Follow-up information on program graduates, including where they are employed and whether they are pursuing further education	A, B	Assist school to conduct local survey, (Form E) or ODE Annual Follow-Up Study
Employers' ratings of how well they believe they were prepared to perform job functions	E	Assist school to conduct local local survey, (Form D) or Call Research Analyst, ODE, 378-2713
Students' ratings showing how well they believe they were prepared to perform job functions	F	Assist school to conduct local survey, (Form C)
Cost considerations for program modifications	L	ODE Vocational Program Specialists
Alternatives to existing vocational programs	O	Same as for Form BB

Leader's Guide

4. Coordinating Planning Meetings

Since this process should involve the shared expertise of several people, it is necessary to schedule a time when the actual evaluation and planning will take place. The meeting time should be be far enough in advance to allow time for people to collect information that will be needed.

The leader should be prepared to conduct the meeting, coordinate the sharing of information that has been gathered, assist in completing the forms and guide the participants through the decision points.



COMMENT
MARKETING

Our photo is a reminder that, in an age revolutionized by computer technology, the well designed display, combined with properly targeted advertising are crucial elements in the sales process.

Appendices

Appendix I

Oregon Standards that apply to Vocational Education

Standard 581-22-211:	There is a coordinated instructional program based on district, program and course goals and competence requirements for graduation.
Standard 581-22-316:	Planned course statements are written.
Standard 581-22-425:	Instructional opportunities are offered for all students to meet all district and state requirements for graduation.
Standard 581-22-505:	There is equal educational opportunity for all students.
Standard 581-22-510:	Instructor holds valid Oregon certificate and is assigned in accordance with certificate, district policies, program goals and applicable statutes and administrative rules.
Standard 581-22-602:	The District maintains a process of evaluating instructional programs.
Standard 581-22-702:	There is a coordinated guidance and counseling program for all students.
Standard 581-22-706:	There is a comprehensive safety program for all students and employees.
Standard 581-22-720:	The district provides facilities and equipment which are appropriate to instructional and support program activities.

Appendix II

Proposed Specific Vocational Program Requirements

This list represents an effort by the Oregon Department of Education Vocational Program Operations Unit Coordinator to identify program requirements that apply to specific vocational programs.

Accounting Cluster

1. The ten instructional hours per week can be met by any of the following:
   a. Two periods or more per day of instruction in sequence.
   b. Two periods or more per day of instruction not in sequence.
   c. One period or more per day of instruction plus cooperative work experience.
   d. One period or more per day of instruction plus school directed project(s).
   e. A state approved variable program design judged by the local program advisory committee as sufficient to provide entry level job skills and knowledge. Student performance measures may be utilized as an alternative way to obtain program approval.
2. Future Business Leaders of America (FBLA) leadership and skill development activities should be an integral part of the program of instruction with a qualified vocational business teacher as chapter adviser.
3. Provision should be made for cooperative work experience (paid) to be an integral part of the program of instruction.

Agriculture Cluster

1. The ten instructional hours per week can be met by any of the following:
   a. Two periods or more per day of instruction in sequence.
   b. Two periods or more per day of instruction not in sequence.
   c. One period or more per day of instruction plus Supervised Occupational Experience Program. (Supervised Occupational Experience Program includes Supervised Farming Projects, Cooperative Work Experience, Agricultural Placement Project (production or agri-business, or a combination of the listed projects.))

      NOTE: It is recommended that the local district establish minimum standards for granting credit for Supervised Occupational Experience. A suggested minimum would include a minimum of 200 hours of labor and completed Supervised Occupational Experience Record Books.
   d. A state approved variable program design judged by the local program advisory committee as sufficient to provide entry level job skills and knowledge. Student performance measures may be utilized as an alternative way to obtain program approval.

2. Future Farmers of America (FFA) leadership and skill development activities should be an integral part of the instructional program with a qualified vocational agriculture teacher as chapter adviser.
3. Provision shall be made for a 9th and/or 10th grade instructional program in agriculture in addition to the 11th and 12th grade cluster.
4. Provision shall be made for Supervised Occupational Experience Program in agriculture.
5. Provision shall be made for supervision of students in Supervised Occupational Experience Program on a 12-month basis by a qualified vocational agriculture instructor.

Child Care

1. The ten instructional hours per week can be met by any of the following:
   a. Two periods or more per day of instruction in sequence.
   b. Two periods or more per day of instruction not in sequence.
   c. One period or more per day of instruction and cooperative work experience (paid) or nonpaid work experience.
   d. A state approved variable program design judged by the local program advisory committee as sufficient to provide entry level job skills and knowledge. Student performance measures may be utilized as an alternative way to obtain program approval.
2. Home Economics Related Occupations (HERO) leadership and skill development activities should be an integral part of the instructional program with a qualified vocational home economics teacher as chapter adviser.
3. Provision shall be made to allow students to work directly with young children.
4. Provision should be made for school directed learning experiences that replicate realistic child care programs. The curriculum shall reflect current state and national requirements related to licensure laws pertaining to the occupations working with young children. (Note: It is recommended that students be encouraged to enroll in related consumer/homemaking course offerings that support content within this vocational program, e.g., family living, parent education.)
5. Provision should be made for cooperative work experience (paid) or nonpaid work experience to be an integral part of the program.

Clerical Cluster

1. The ten instructional hours per week can be met by any of the following:
   a. Two periods or more per day of instruction in sequence.
   b. Two periods or more per day of instruction not in sequence.
   c. One period or more per day of instruction plus cooperative work experience.

d. One period or more per day of instruction plus school directed project(s).

e. A state approved variable program design judged by the local program advisory committee as sufficient to provide entry level job skills and knowledge. Student performance measures may be utilized as an alternative way to obtain program approval.

2. Future Business Leaders of America (FBLA) leadership and development activities should be an integral part of the program of instruction with a qualified vocational business teacher as chapter adviser.

3. Provision should be made for cooperative work experience (paid) to be an integral part of the program of instruction.

Clothing Management, Production and Services

1. The ten instructional hours per week can be met by any of the following:
   a. Two periods or more per day of instruction in sequence.
   b. Two periods per day or more of instruction not in sequence.
   c. A state approved variable program design judged by the local program advisory committee as sufficient to provide entry level job skills and knowledge. Student performance measures may be utilized as an alternative way to obtain program approval.

2. Home Economics Related Occupations (HERO) leadership and skill development activities should be an integral part of the instructional program with a qualified vocational home economics teacher as chapter adviser.

3. Provision should be made for school directed learning experiences that replicate actual clothing industry projects. (Note: It is recommended that students be encouraged to enroll in related consumer/homemaking courses offerings that support content within this vocational program, e.g., clothing construction courses.)

4. Provision should be made for cooperative work experience (paid) or nonpaid work experience to be an integral part of the program.

Construction Cluster

1. The ten instructional hours per week can be met by any of the following:
   a. Two periods or more per day of instruction in sequence.
   b. A state approved variable program design judged by the local program advisory committee as sufficient to provide entry level job skills and knowledge. Student performance measures may be utilized as an alternative way to obtain program approval.

2. Vocational Industrial Clubs of America (VICA) leadership and skill development activities should be an integral part of the instructional program with a qualified vocational trade and industrial teacher as chapter adviser.

3. Provision should be made for cooperative work experience (paid) to be an integral part of the program of instruction.

4. Provision should be made for school directed learning experiences that replicate actual construction industry projects.

Diversified Occupations

1. The ten instructional hours per week can be met by any of the following:
   a. One period or more per day of instruction plus cooperative work experience.
   b. A state approved variable program design judged by the local program advisory committee as sufficient to provide entry level job skills and knowledge. Student performance measures may be utilized as an alternative way to obtain program approval.
2. Provision shall be made for cooperative work experience (paid) to be an integral part of the program of instruction.
3. Individual education plans based on each student's career interest shall be developed and used as a guide to job placement and in school learning experiences.
4. Provision should be made to include Diversified Occupations students in vocational student leadership organizations which are related to their career interests and/or provide students with leadership experiences.

Electrical/Electronics Cluster

1. The ten instructional hours per week can be met by any of the following:
   a. Two periods or more per day of instruction in sequence.
   b. A state approved variable program design judged by the local program advisory committee as sufficient to provide entry level job skills and knowledge. Student performance measures may be utilized as an alternative way to obtain program approval.
2. Vocational Industrial Clubs of America (VICA) leadership and skill development activities should be an integral part of the instructional program with a qualified vocational trade and industrial teacher as chapter adviser.
3. Provision should be made for cooperative work experience (paid) to be an integral part of the programs of instruction.
4. Provision should be made for school directed learning experiences that replicate actual electronics industry projects.

Foodservice Cluster

1. The ten instructional hours per week can be met by any of the following:
   a. Two periods or more per day of instruction in sequence.
   b. Two periods per day or more of instruction not in sequence.
   c. One period or more per day of instruction plus cooperative work experience (paid) or nonpaid work experience.
   d. A state approved variable program design judged by the local program advisory committee as sufficient to provide entry level job skills and knowledge. Student performance measures may be utilized as an alternative way to obtain program approval.

2. Home Economics Related Occupations (HERO) leadership and skill development activities should be an integ al part of the instructional program with a qualified vocational home economics teacher as chapter adviser.
3. Provision should be made for school directed learning experiences that replicate realistic public foodservice industry situations. The curriculum shall meet current sanitation and safety regulations pertaining to food-service workers.
4. Provision should be made for cooperative work experience (paid) or nonpaid work expeience to be an integral part of the program.

Forest Products Cluster

1. The ten instructional hours per week can be met by any of the following:
   a. Two periods or more per day of instruction in sequence.
   b. A state approved variable program design judged by the local program advisory committee as sufficient to provide entry level job skills and knowledge. Student performance measures may be utilized as an alternative way to obtain program approval.
2. Adequate insurance coverages for students involved in "hazardous" projects in school directed off-campus projects shall be provided.
3. Provision should be made to provide realistic projects utilizing community resources for student skill development.
4. Provision should be made for cooperative work experience (paid) to be an integral part of the program of instruction.
5. Provision should be made to provide students with leadership experiences.

Graphics Communications Cluster

1. The ten instructional hours per week can be met by any of the following:
   a. Two periods or more per day of instruction in sequence.
   b. A state approved variable program design judged by the local program advisory committee as sufficient to provide entry level job skills and knowledge. Student performance measures may be utilized as an alternative way to obtain program approval.
2. Vocational Industrial Clubs of America (VICA) leadership and skill development activities should be an integral part of the instructional program with a qualified trade and industrial vocational instructor as chapter adviser.
3. Provision should be made for cooperative work experience (paid) to be an integral part of the program of instruction.
4. Provision should be made for school directed learning experiences that replicate actual graphic industry projects.

Health Occupations Cluster

1. The ten instructional hours per week can be met by any of the following:
   a. Two periods or more per day of instruction in sequence.
   b. Two periods or more per day of instruction not in sequence.
   c. One period or more per day of instruction plus cooperative work experience (paid) or nonpaid work experience.

      (Scheduling of the above alternatives may be modified to accommodate recommended experiences in clinical and/or community facilities.)
   d. A state approved variable program design judged by the local program advisory committee as sufficient to provide entry level job skills and knowledge. Student performance measures may be utilized as an alternative way to obtain program approval.
2. Health Occupations Students of America (HOSA) leadership and skill development activities should be an integral part of the program of instruction with a qualified vocational health occupations teacher as chapter adviser.
3. The curriculum shall reflect consideration of state and national program standards, certification requirements, and licensure laws relating to a large number of occupations within the health field.
4. Occupation related experiences in clinical or community health facilities shall be an integral part of the instructional program and shall be planned, coordinated, and supervised by qualified health occupations education personnel.
5. Provision should be made for cooperative work experience (paid) or nonpaid work experience to be an integral part of the program.

Industrial Mechanics Cluster

1. The ten instructional hours per week can be met by any of the following:
   a. Two periods or more per day of instruction in sequence.
   b. An approved variable program design equating to ten instructional hours per week.
   c. A state approved variable program design judged by the local program advisory committee as sufficient to provide entry level job skills and knowledge. Student performance measures may be utilized as an alternative way to obtain program approval.
2. Vocational Industrial Clubs of America (VICA) leadership and skill development activities should be an integral part of the instruction program with a qualified vocational trade and industrial teacher as chapter adviser.
3. Provision should be made for cooperative work experience (paid) to be an integral part of the program of instruction.
4. Provision should be made for school directed learning experiences that replicate actual industrial mechanics industry projects.

Marketing Occupations Cluster (Distributive Education)

1. The ten instructional hours per week can be met by any of the following:
   a. Two periods or more per day of instruction in sequence.
   b. Two periods or more per day of instruction not in sequence.
   c. One period or more per day of instruction plus cooperative work experience.
   d. One period or more per day of instruction and school directed project(s).
   e. A state approved variable program design judged by the local program advisory committee as sufficient to provide entry level job skills and knowledge. Student performance measures may be utilized as an alternative way to obtain program approval.
2. Distributive Education Clubs of America (DECA) leadership and skill development activities should be an integral part of the program of instruction with a qualified marketing and distributive education teacher as chapter adviser.
3. Provision should be made for cooperative work experience (paid) to be an integral part of the program of instruction.
4. Provision should be made for school directed learning experiences, such as a student store that replicate actual business environments and/or activities.

Metals Cluster

1. The ten instructional hours per week can be met by any of the following:
   a. Two periods or more per day of instruction in sequence.
   b. A state approved variable program design judged by the local program advisory committee as sufficient to provde entry level job skills and knowledge. Student performance measures may be utilized as an alternative way to obtain program approval.
2. Vocational Industrial Clubs of America (VICA) leadership and skill development activities should be an integral part of the instructional program with a qualified vocational trade and industrial teacher as chapter adviser.
3. Provision should be made for cooperative work experience (paid) to be an integral part of the program of instruction.
4. Provision should be made for school directed learning experiences that replicate actual metals industry projects.

Secretarial Cluster

1. The ten instructional hours per week can be met by any of the following:
   a. Two periods or more per day of instruction in sequence.
   b. Two periods or more per day of instruction not in sequence.
   c. One period or more per day of instruction plus cooperative work experience.

d. One period or more per day of instruction plus school directed project(s).

e. A state approved variable program design judged by the local program advisory committee as sufficient to provide entry level job skills and knowledge. Student performance measures may be utilized as an alternative way to obtain program approval.

2. Future Business Leaders of America (FBLA) leadership and skill development activities should be an integral part of the program of instruction with a qualified vocational business teacher as chapter adviser.

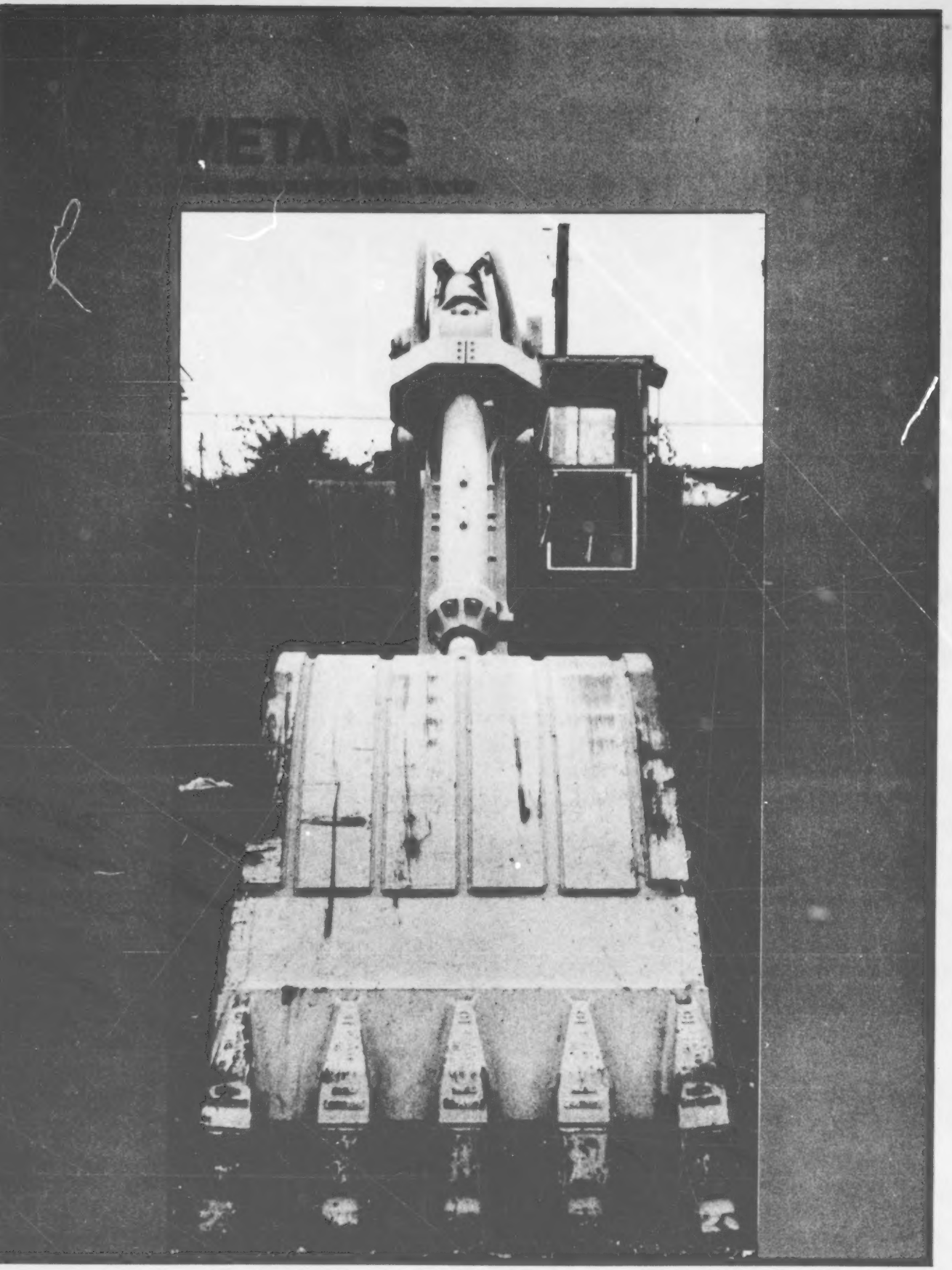
3. Provision should be made for cooperative work experience (paid) to be an integral part of the program of instruction.

Service Occupations Cluster

1. The ten instructional hours per week can be met by any of the following:
   a. Two periods or more per day of instruction in sequence.
   b. Two periods or more per day of instruction not in sequence.
   c. One period or more per day of instruction plus cooperative work experience.
   d. One period or more per day of instruction plus school directed project(s).
   e. A state approved variable program design judged by the local program advisory committee as sufficient to provide entry level job skills and knowledge. Student performance measures may be utilized as an alternative way to obtain program approval.

2. Provision should be made for cooperative work experience (paid) to be an integral part of the program of instruction.

3. Provision should be made to provide students with leadership experiences.


METALS

COMMENT
METALS:
Working from basic tractor bodies, Halton's metal designers and welders create adaptions customized for Northwest use. With a shovel, the tractor in our photo is an hydraulic excavator. With the proper equipment adjustments it can also become a pine or fir forest log loader.

Forms
Forms
Forms

Important: These forms are intended to be master copies. Use them to make forms on which to write.

A

Employment and Educational Status of Program Completers

Data Source: Regional Coordinator or Local Follow-Up (Form C)

Program/Cluster _____ School _____

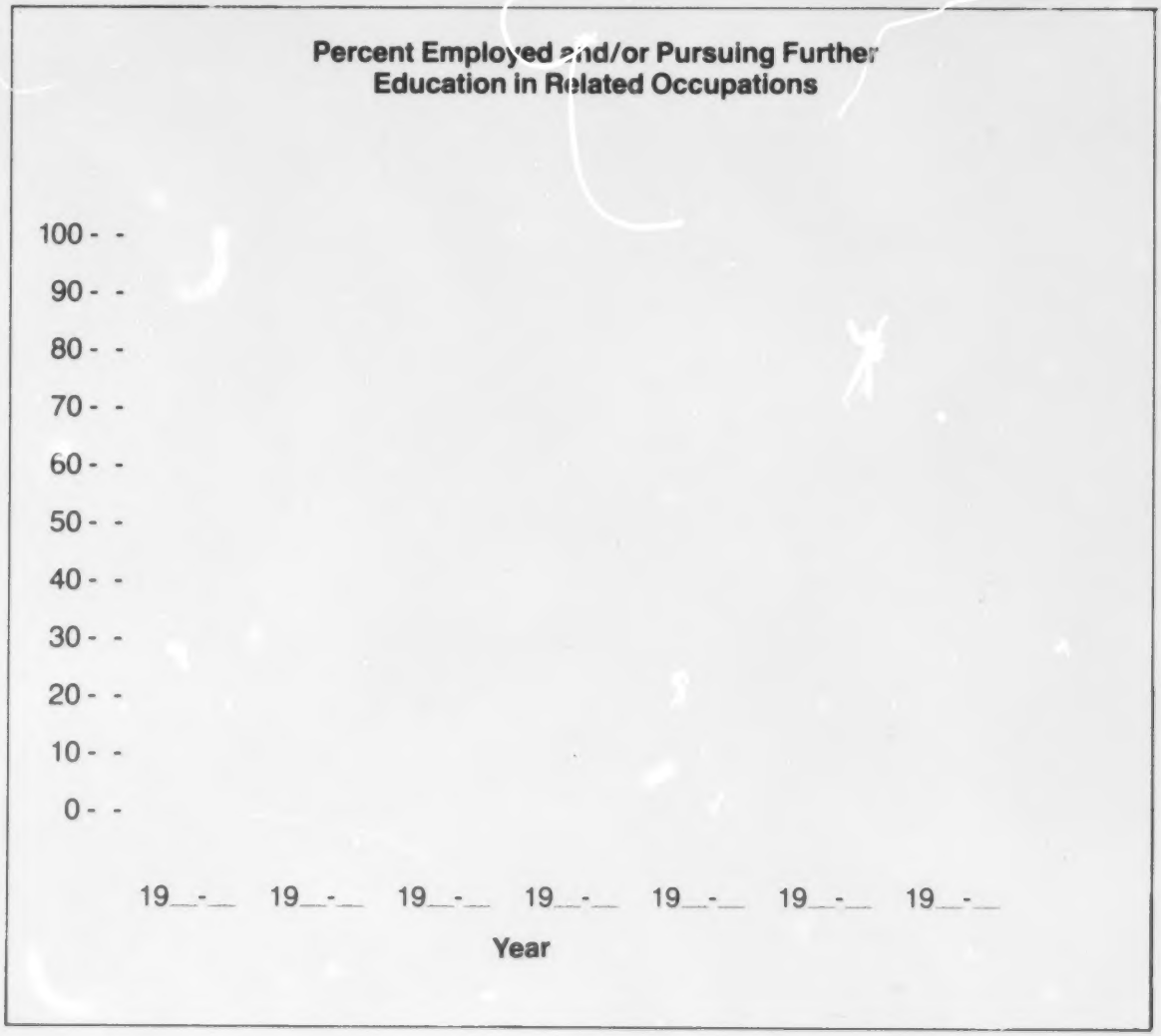
Status	Number	Percentage
1. Employed or pursuing further education in area related to vocational preparation	_____	_____
2. Employed or pursuing further education in unrelated area	_____	_____
3. Unemployed	_____	_____
4. Out-of-labor market	_____	_____
5. Total	_____	_____

B

Cumulative Record
Enrollment and Educational Status of Program Completers

Data Source: Form A
Note: Use this form as an ongoing record.

Program/Cluster _____ School _____



C

Student Follow-Up Study
Vocational Education Program

Program/Cluster _____ School _____

Date _____

We are conducting a follow up study to learn what graduates of our program are doing and how well prepared they were for their jobs. Please answer the following questions and return this questionnaire to us in the enclosed self-addressed envelope. Thanks!

1. What is your current educational status?
   - _____ Attending school full-time
   - _____ Attending school part-time
   - _____ Not attending school
2. If you are currently attending school, is your program of study related to your high school vocational training?
   - _____ Yes
   - _____ No
3. If you are currently attending school, what is the name of it?

   _____
4. What is your current employment status?
   - _____ Employed full-time
   - _____ Employed part-time
   - _____ Military service
   - _____ Unemployed, but actively seeking employment
   - _____ Unemployed, not seeking employment
5. If you are currently employed, what is your

   Job title _____

   Major job duties _____

6. Is your job related to your high school vocational training?

   _____ Yes, it is directly or closely related

   _____ No, it is only remotely or not related at all

7. How well did your high school vocational training prepare you to perform in each of the areas on your current job?

(List major areas, tasks, or functions on which instruction was provided)	Do not do on my job	More than adequately	Adequately	Inadequately
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

8. How do you rate the following areas of your high school program?

	Good	Fair	Poor
Vocational Guidance and Counseling	____	____	____
Basic Education Skills	____	____	____
Job Skills	____	____	____
Technical Knowledge	____	____	____

9. If you are working full-time (35 hours or more a week), what is your monthly income before taxes?

   $ _____

10. We would like to ask your employer how well your high school vocational program prepared you for your current job. Please complete the following if you agree to let us do this. The information that you and your supervisor provide is very important to making your high school vocational program as effective as possible.

    Your Name _____

    Company Name _____

    Company Address _____

    City _____ State _____ Zip Code ____

D

Employer Follow-Up Study
Vocational Education Program

Program/Cluster _____ School _____

Date _____

We are conducting a follow up study to determine how well our program prepares students for jobs. One of your employees graduated from our program. Please answer the following questions and return this questionnaire to us in the enclosed self-addressed envelope. Thank you.

Name of Employee: _____

1. How well did our high school vocational training prepare the employee to perform each of the following in his/her current position?

(List major areas, tasks, or functions on which instruction was provided)	Does not do on the job	More than adequately	Adequately	Inadequately

2. What is your overall rating of the employee's preparation for his/her current job?

_____ Very good
_____ Good
_____ Average
_____ Poor
_____ Very poor

3. Please rate the vocational training received by the employee in the following areas:

	Very Good	Good	Average	Poor	Very Poor
Technical Knowledge					
Work Attitude					
Basic Education Skills (reading, writing, etc.)					

4. How would you rate this employee's preparation relative to other employees in his or her work group who did not receive vocational training?

_____ No basis for comparison

_____ Individual with vocational training is better prepared

_____ Both are about the same

_____ Other employees are better prepared

E

Summary – Employer Follow Up

Average Ratings by Supervisors of Program Completers Employed in Related Occupations

Data Sources: Regional Coordinator, or, if preferred, a district survey of employers of district graduates and students who have left school for a job (Form D)

Program/Cluster _____ School _____

	Average Ratings				
Job Competencies	19___ *N =	19___ N =	19___ N =	19___ N =	19___ N =

Note values assigned to your scale

Scale: 1 =
2 =
3 =

*N = Number of students

Summary – Student Follow Up

Average Ratings of Full Time Program Completers Showing How Well They Believe They Were Prepared to Perform Their Job Functions

Data Sources: Regional Coordinator, or, if preferred, a district survey of program completers (Form C)

Program/Cluster _____ School _____

Average Ratings

Job Competencies	19___ *N =	19___ N =	19___ N =	19___ N =	19___ N =

Note values assigned to your scale

Scale: 1 =
2 =
3 =

*N = Number of students

Student Achievement Trends

Data Sources: Program records, e.g., teacher grade books, individual student vocational skills records.

Program/Cluster _____ School _____

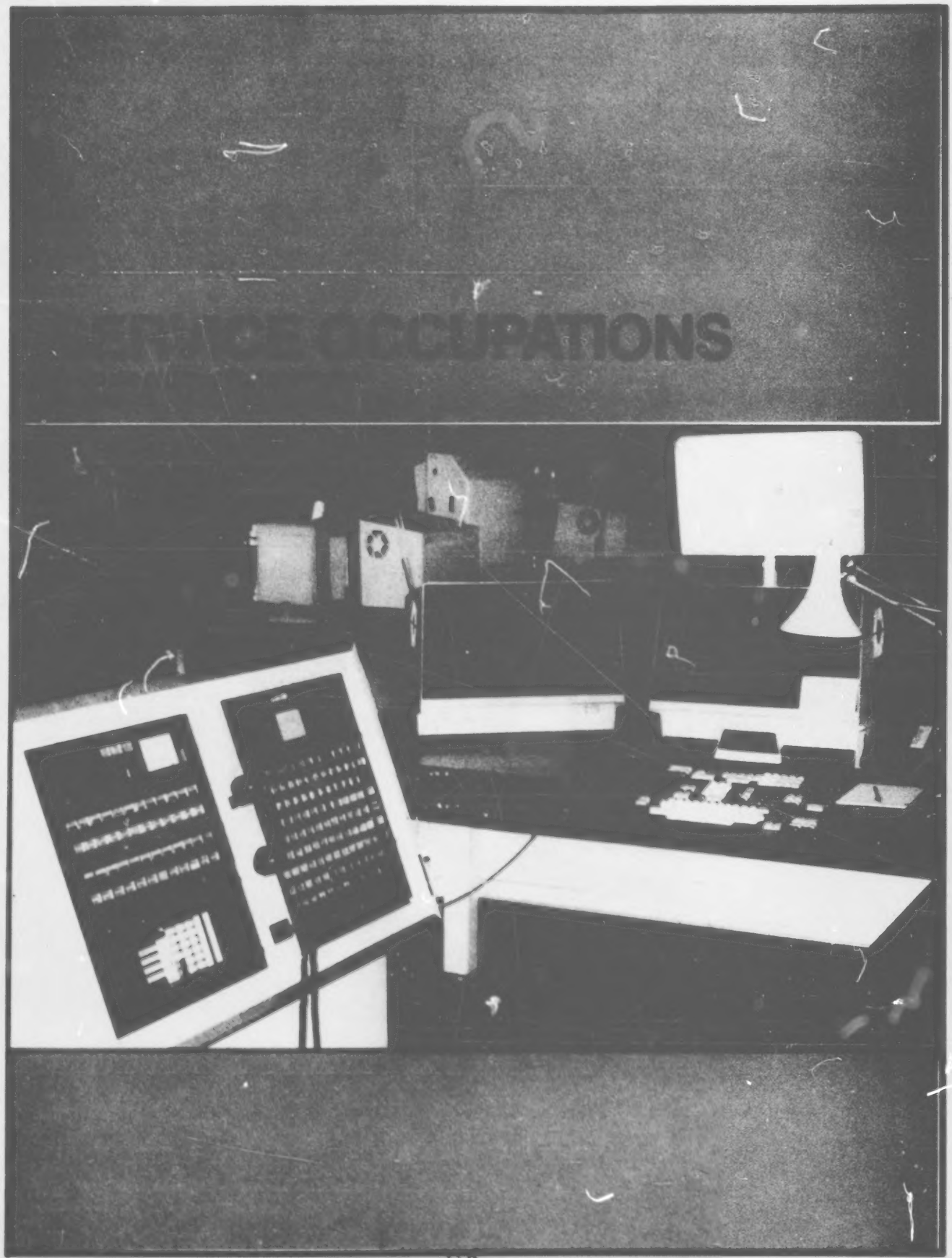
Is this an approved program? _____ Yes _____ No

Job Skills/Course Goals/ Competencies	Measurement** Method	Number of Students Achieving the Outcome Per School Year 19__-__	19__-__	19__-__	19__-__	19__-__
Total enrollment in the program						
% of students who achieve competencies						

Where are student grades/achievements recorded? _____

* If you need help identifying student outcomes, consult the vocational skills records produced by Oregon Department of Education, task listings in cluster guides, or resources such as IDEC, ICE.

** Could include teacher-made achievement tests, standardized tests, observational checklists, etc.


OCCUPATIONS

COMMENT

SERVICE OCCUPATIONS:

One of the newest and most popular developments in law enforcement is the mobile digital computer, a key-punch and display unit mounted to the right of the driver in a patrol car.

Officers using this computer can instantly access the large computers at Kelly Butte (our photo) and receive the most current stolen car reports, license records, status reports, warrants and theft information on anything with a serial number . . . from boats to guns.

Review of Program Components

Data Sources: Teacher, Vocational Director, Advisory Committee

Program/Cluster _____ School _____

1. Advisory Committee

Program Requirement: Program is developed and conducted with the assistance of program (occupational) advisory committee.

	Yes	No	Partial
* a. Does the vocational program have an adivsory committee?	____	____	____
b. Does your advisory committee include the following?			
1) Representatives from business, industry and labor?	____	____	____
2) Men and women?	____	____	____
3) Cross section of employers/employees skilled in the occupational area?	____	____	____
4) Representatives of the racial mix of the attendance area?	____	____	____
5) Handicapped persons?	____	____	____
c. Role of the committee:			
* 1) Does the committee actively participate in the program development, evaluation and revision?	____	____	____
2) Has the committee been asked to provide assistance with the cooperative work experience and student leadership organization components of the program?	____	____	____
d. Management of the committee:			
1) Does the committee meet a minimum of four times a year?	____	____	____
2) Is the role of the committee described in writing?	____	____	____
3) Have committee members received inservice on their role?	____	____	____
4) Is there an effort to efficiently manage the committee, e.g., minutes, regular meeting place, publicity to committee, opportunity to appear before school board, system for formal recommendation?	____	____	____

f. Notes:

*Vocational Requirement: Program approval priority item.

2. Staff

Program Requirement: Instructors have the occupational and educational competencies needed for the vocational program area.

	Yes	No	Partial
a. Does the staff have the education background for the positions they hold?	___	___	___
b. Do staff members have appropriate occupational experience for their program areas?	___	___	___
* c. Do staff members have appropriate vocational endorsements?	___	___	___
d. Do staff members have current Red Cross First Aid cards? (Required for initial Oregon certificate, not required for renewal.)	___	___	___
e. Have staff members completed instruction related to civil rights legislation?	___	___	___
f. Do staff members have a professional improvement plan approved by the district?	___	___	___
g. Can you document efforts made by staff members to upgrade technical skills and knowledge (seminars, business/industry workshops, work experience in occupational areas, etc.)?	___	___	___
h. Is adequate secretarial/clerical support provided to the program?	___	___	___
i. Does the district provide opportunities and financial support for upgrading instructors, e.g., tuition reimbursement?	___	___	___

j. Notes:

3. Students

Program Requirement: Program is open to all individuals

	Yes	No	Partial
* a. Special students, e.g., handicapped, disadvantaged, limited English speaking.			
1) Does your program provide equal educational opportunity for handicapped, disadvantaged students?	___	___	___
a. Do student handbooks/forecast materials make it clear that all classes are open to all students who meet program requirements?	___	___	___
b. Do school published materials contain an anti-discrimination statement?	___	___	___
c. Is there an awareness of the thrust to provide services to both the disadvantaged and the handicapped?	___	___	___
d. Can the teacher identify students classed as disadvantaged or handicapped?	___	___	___
e. Do staff and students know grievance procedures?	___	___	___
f. Are facilities and equipment accessible and appropriate for students with special needs?	___	___	___
g. Are appropriate supportive services (e.g., materials, aides/tutors/peer tutors) provided for special needs students?	___	___	___
h. Is the program individualized to meet the needs of special students?	___	___	___
i. Did the vocational instructor participate in the assessment and individual planning for all handicapped students enrolled in the program?	___	___	___
b. Sex equity/multicultural focus			
* 1) Does your program provide equal educational opportunity for women and minorities?	___	___	___
a. Do student handbook or forecast materials show classes open to students of both sexes (photos show men and women performing the same jobs, language does not emphasize "he", "she", but rather "they", "them"?)	___	___	___
* b. Are titles and descriptions of programs and courses free of language which would limit offerings to either males or females?	___	___	___
c. Do school published materials contain an antidiscrimination statement?	___	___	___
* d. Do program curriculum materials avoid sex role and minority group stereotyping?	___	___	___

e. Is there a systematic plan to check that materials are "neutral" prior to using? ____ ____ ____
f. Is extra support provided for students who choose non-traditional program areas? ____ ____ ____
g. Is there work for women who seek non-traditional jobs after graduation? ____ ____ ____
h. Are Title IX policies known? ____ ____ ____

c. Enrollment

1) Is the program operating at maximum possible enrollment e.g., is a student enrolled for every seat or station? ____ ____ ____

d. Notes:

4. Equipment and Facilities

Program Requirement: Facilities, equipment, instructional aids and supplies are sufficient in quantity and quality to meet curriculum objectives

	Yes	No	Partial
a. Availability of equipment:			
1) Are facilities and equipment adequate for the number of students enrolled?	___	___	___
2) Are facilities and equipment comparable to those used by business and industry?	___	___	___
3) Do equipment and facilities address new and emerging technology?	___	___	___
b. Use of facilities and equipment:			
1) Is the laboratory/shop layout conducive to hands-on learning?	___	___	___
2) Is there a planned way to insure that all students receive ample skill development on available equipment?	___	___	___
3) Are facilities and equipment accessible and appropriate for disadvantaged/handicapped students?	___	___	___
4) Are equipment and facilities maintained so as to be conducive to health and safety of all persons?	___	___	___
c. Support, equipment and facilities:			
1) Are adequate duplication and reproduction services provided to the program?	___	___	___
2) Is adequate telephone service provided to the program?	___	___	___
d. Planning for equipment and facilities:			
1) Which existing equipment needs to be replaced in the next 3-5 years?	___	___	___
2) Is someone responsible for keeping track of needed equipment and for securing budget for purchases?	___	___	___
3) Is the vocational annual local application process used to identify equipment and facility needs?	___	___	___
4) Is there a written plan for replacement and repair of equipment?	___	___	___

e. Notes:

5. Safety

Program Requirement: Students receive adequate instruction in safety practices related to the occupation or group of occupations.

	Yes	No	Partial
a. Teaching about safety:			
1) Are there course goals which establish safety as an integral part of the course content?	____	____	____
2) Has the instructor had formal training in safety procedures?	____	____	____
3) Do students receive instruction in safety procedures related to equipment and materials?	____	____	____
4) Do students receive instruction in occupational on-the-job safety?	____	____	____
5) Is there a differentiation between school safety policies and practices and safety requirements of the occupation?	____	____	____
6) Is provision made for teaching safety to learning-disabled students?	____	____	____
b. Management of safety related factors in the program:			
1) Are equipment and facilities maintained so as to be conductive to the health and safety of all persons?	____	____	____
2) Are classroom/shop safety devices and instruction for their use provided students and adults?	____	____	____
3) Are safety devices used where needed?	____	____	____
4) Are safety inspections conducted regularly and documented?	____	____	____
5) Is an accident reporting system maintained?	____	____	____
* 6) Is industrial accident insurance provided for off-campus, school-directed activities and for non-paid work experience?	____	____	____

c. Notes:

6. Instructional Materials

Program Requirement: Facilities, equipment, instructional aids and supplies are sufficient in quantity and quality to meet curriculum objectives.

	Yes	No	Partial
a. Availability of instructional materials:			
1) Are necessary instructional materials available?	___	___	___
2) Does existing material reflect new and emerging technology?	___	___	___
b. Use of instructional materials:			
1) Are materials appropriate for disadvantaged/ handicapped students?	___	___	___
2) Is someone responsible for keeping track of needed materials and attempting to secure budget for purchases?	___	___	___
3) Which existing materials need to be replaced in the next 3-5 years?	_____		
4) Is the vocational annual local application process used to identify instructional material needs?	___	___	___

c. Notes:

7. Instruction

Program Requirement: Instruction does not concentrate on occupations requiring a baccalaureate degree.

The program is of sufficient length and content to develop occupational competencies.

The program is designed to prepare individuals for work in an occupational area or a specific occupation for further specialized vocational education.

Instruction is based on the skills and knowledge required in the occupational area.

The vocational program is one that has substantial employment opportunity identified.

	Yes	No	Partial
a. Purposes/goals/program outcomes:			
* 1) Are students prepared for entry-level employment within the cluster area in an occupation of their choice?	___	___	___
2) Has the program been designed with preparation for identified occupations in mind?	___	___	___
* 3) Do the occupations for which the program trains have significant demand for expansion and replacement?	___	___	___
4) Are program and course goals written?	___	___	___
5) Do course goals reflect student outcomes, e.g., what the student will be able to do, know or value as a result of the instruction, not what the teacher will do?	___	___	___
* 6) Are planned course statements available and do they reflect the way the program is actually conducted?	___	___	___
b. Structure:			
1) Is the program offered as approved by the State Department of Education?	___	___	___
2) Is class size consistant with curriculum content, instructional methods, needs of students and expected learning outcomes of the class?	___	___	___
3) Does this program use facilities, courses, resources, or instructional personnel that are shared with other programs?	___	___	___
4) Are appropriate support courses offered?	___	___	___
5) Is the program a cluster or special vocational program?	___	___	___
6) Is there an alternative to classroom instruction?	___	___	___
7) If so, has this alternative been reviewed and approved by the Department of Education?	___	___	___
c. Length of program:			
1) Is the amount of time spent in instruction adequate to teach the necessary skills of people employed in occupations for which the program trains?	___	___	___
* 2) Does class time equal a minimum of 10 instructional hours per week or the equivalent?	___	___	___

3) Is there an identified, logically sequenced, two-year program? ___ ___ ___
4) Does the program provide for two credits? ___ ___ ___
5) Do shop oriented clusters – electronics, construction, industrial mechanics, graphic communications, metals – provide for two period blocks of uninterrupted instruction which roughly equals two hours per day? ___ ___ ___
6) Do other cluster programs have an appropriate scheduling of classes to allow for two periods per day or a suitable equivalent such as one period per day plus cooperative work experience? ___ ___ ___

d. What is taught?

* 1) Is instruction based on necessary competencies (skills, knowledge, attitudes) of people employed in occupations for which the program trains? ___ ___ ___
2) Have task analyses been completed and used? ___ ___ ___
3) Is the state curriculum guide used? ___ ___ ___
4) Is there an awareness of the ILS curriculum catalog and materials? ___ ___ ___

e. Teaching methods:

1) Is instruction individualized, e.g., self paced? ___ ___ ___
2) Is instruction adapted to varying levels of ability, e.g., TAG, general, special? ___ ___ ___
3) Is instruction activity oriented? ___ ___ ___
4) Are community resources such as guest speakers, field trips, etc., used? ___ ___ ___

f. Coordination with community college/relationship to degree

1) Are students prepared for further education in an occupation or group of related occupations? ___ ___ ___
2) Is instruction offered for positions other than those requiring baccalaureate degrees? ___ ___ ___
3) Has anything been done to make sure the program articulates with (meshes with, flows into) a program(s) at the nearest community college? ___ ___ ___
4) Are competencies acquired by students recognized by community college vocational programs for credit or as satisfying prerequisites or as substitutes for community college course work? ___ ___ ___
5) Is there an understanding of what constitutes required BA degree occupations vs others? ___ ___ ___

g. Notes:

8. Cooperative Work Experience

Program Requirement: Written agreements and contracts are in effect between the school and all community resources used for student learning and occupational experience.

	Yes	No	Partial
a. Who participates:			
1) What percent of students participate in cooperative work experience? Cross reference to Form EE.	___	___	___
2) Are disadvantaged and handicapped students participating? Cross reference to Form DD.	___	___	___
* 3) Are students concurrently enrolled in a vocational program and related cooperative work experience?	___	___	___
4) Has the advisory committee been asked to provide assistance with cooperative work experience?	___	___	___
b. Written training agreements:			
* 1) Do written training agreements exist between students, parents, employers, school?	___	___	___
2) Are the agreements current? Adequate? Periodically reviewed?	___	___	___
* 3) Are individual training plans in effect?	___	___	___
c. Labor laws:			
1) Are labor laws being followed?	___	___	___
2) is there a procedure for identifying labor laws?	___	___	___
3) Do the activities and projects relate to course goals? How?	___	___	___
d. School directed projects and activities/unpaid work experience			
1) Do projects and activities relate to the curriculum plan?	___	___	___
2) Are activities and projects supervised and evaluated?	___	___	___
3) Do the activities and projects relate to course goals? How?	___	___	___
e. Evaluation:			
1) Is student evaluation planned by employer and school?	___	___	___
2) Is there an evaluation system including an evaluation instrument?	___	___	___
3) Are job skills measured in addition to personality attributes?	___	___	___
4) Is information shared with the advisory committee? School officials? School board?	___	___	___

f. Are the following support services provided?

1) Adequate, paid staff time for coordination	___	___	___
2) Travel	___	___	___
3) Secretarial service	___	___	___

g. Have private schools been notified if federal funds are used? ___ ___ ___

h. Notes:

9. Vocational Student Organization

Program Requirement: Provision is made for a vocational student organization if applicable to the vocational program.

	Yes	No	Partial
a. Who participates:			
1) Is membership in a vocational student leadership organization (DECA, VICA, FHA, FBLA, HERO, HOSA) available to all students?			
2) What percentage of students participate in an organization?			
3) What proportion of the members participate in local and state activities?			
b. Written training agreements:			
1) Does the chapter have a program of work?	___	___	___
2) Do chapter activities support the recognized purposes of the organization?	___	___	___
3) Do chapter activities support the course goals of the program?	___	___	___
4) Is national involvement encouraged?	___	___	___
5) Are staff time and travel funds provided for coordination of the organization?	___	___	___
6) Are there handbooks, manuals available to help organize and operate the organization?	___	___	___
7) What have been some of the community related chapter projects?			
c. Role in the curriculum:			
1) Are leadership development activities integrated into the curriculum?	___	___	___

d. Notes:

10. Guidance

Program Requirement: Vocational guidance is available to all students in vocational education with emphasis given to persons with special needs.

	Yes	No	Partial
a. Is vocational guidance available to all student, e.g., General Aptitude Test Battery (GATB), CIS, exploratory experience?	___	___	___
b. Is communication open among the instructor, employers, employment agencies, and guidance personnel (each knows what the other is doing)?	___	___	___
c. Admission to program:			
1) Are students admitted to the program on the basis of career goals?	___	___	___
2) Must students meet predetermined admission criteria for the program?	___	___	___
3) Do these criteria reflect the minimum capabilities needed by students to succeed in the program and eventually be employed in the area?	___	___	___
4) Are students who do not have minimum capabilities and who are interested in the program given assistance in acquiring the capabilities?	___	___	___

d. Notes:

11. Job Placement/Follow-Up

Program Requirement: Placement and follow-up services should be provided for all program leavers and completers.

	Yes	No	Partial
a. Which of the following kinds of information/services are provided:			
1) Current and accurate occupational and labor market data?	____	____	____
2) Counseling concerning non-traditional occupations for their sex?	____	____	____
3) Job search instruction, e.g., interview, dress, etc.?	____	____	____
4) Assistance with job or educational placement concerns?	____	____	____
5) Coordinated activities with the Employment Service and nearby community college?	____	____	____
6) Placement and follow-up services?	____	____	____
b. Is there a formal system for providing these information/ services?	____	____	____
c. Do students know the services are available?	____	____	____

d. Notes:

12. Evaluation/Follow-Up

Program Requirement: Evaluation of programs based on stated objectives is from students, employers, occupational advisory committees.

	Yes	No	Partial
a. Student performance:			
1) Which of the following were used as the basis for identifying course goals/program outcomes/student competencies? (Check all that apply)			
a. Cluster guide	___	___	___
b. Occupational skill card provided by the Oregon Department of Education	___	___	___
c. Locally conducted occupational task analysis	___	___	___
d. Advisory committee	___	___	___
e. Cooperative work experience	___	___	___
f. Other (specify) _____	___	___	___
* 2) Are students evaluated in relation to specific goals/ outcomes/competencies?	___	___	___
3) Does evaluation use performance of skills as an important component?	___	___	___
4) Does measurement of student achievement reflect student career/goals?	___	___	___
b. Program evaluation:			
1) Have program goals been determined?	___	___	___
* 2) Is the program evaluated in relation to stated objectives?	___	___	___
3) Which of the following instrument/data sources do you use in program evaluation?			
a. Student course critique (Form I, J)	___	___	___
* b. Student follow-up study (Form C)	___	___	___
* c. Employer follow-up study (Form D)	___	___	___
d. Advisory committee evaluation (Form H)	___	___	___
e. SERVE report	___	___	___
f. **Planning for Progress**	___	___	___
g. Other (specify) _____	___	___	___
4) Which should you begin to use?	_____		
c. Does the instructor participate in student, employer and program surveys?	___	___	___
d. Is information obtained from various evaluation instruments from employers and students used to reorganize/ improve the program?	___	___	___
e. Notes:			

Student Course Critique

Course Title _____

Year in School _____ Date (month & year) _____

Please indicate your preference by placing an "X" on the appropriate line.

Strongly Agree (SA); Agree (A); Undecided (U); Disagree (D); Strongly Disagree (SD)

	SA	A	U	D	SD
1. The course is interesting enough to encourage me to perform independent learning.	___	___	___	___	___
2. The course is equipping me with the skills required for entry-level jobs.	___	___	___	___	___
3. I plan to work in a job covered by this program.	___	___	___	___	___
4. The course has helped increase my self-confidence and sense of worth.	___	___	___	___	___
5. My participation in the course has the support of my parents.	___	___	___	___	___
6. The instructor(s) is very enthusiastic about his/her teaching.	___	___	___	___	___
7. This instructor motivates me to do my best work.	___	___	___	___	___

J

Summary
Student Course Critiques

Data Source: Student critiques of each course in the program

Program/Cluster _____ Course _____

Number of Students by Grade Level
N = ____9, ____10, ____11, ____12

Date of Evaluation _____
(month, year)

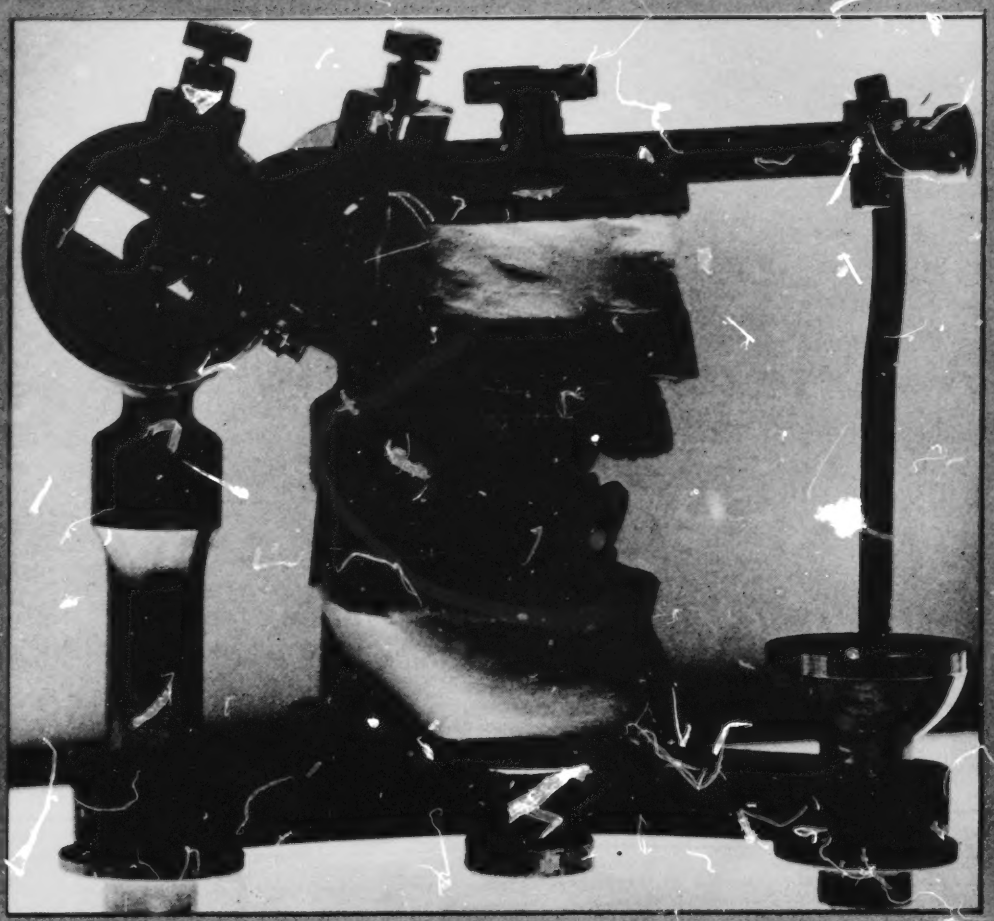
	SA (1)	A (2)	U (3)	D (4)	SD (5)	Average
1. The course is interesting enough to encourage me to perform independent learning.	___	___	___	___	___	___
2. The course is equipping me with the skills required for entry-level jobs.	___	___	___	___	___	___
3. I plan to work in a job covered by this program.	___	___	___	___	___	___
4. The course has helped increase my self-confidence and sense of worth.	___	___	___	___	___	___
5. My participation in the course has the support of my parents.	___	___	___	___	___	___
6. The instructor(s) is very enthusiastic about his/her teaching.	___	___	___	___	___	___
7. This instructor motivates me to do my best work.	___	___	___	___	___	___

SA Strongly agree – 1
A Agree – 2
U Undecided – 3
D Disagree – 4
SD Strongly disagree – 5

Average – Assign a number value to each response, total the value of responses for each item, divide by the number of responses.

HEALTH OCCUPATIONS

Photo from Dental School courtesy
University of Oregon Health Sciences
Center



COMMENT

HEALTH OCCUPATIONS:

Changes and achievements in health and medicine are numerous and ongoing. A few interesting growth or change areas include primary care nursing, para-professional and emergency technical careers and renewed interest in family practice medicine.

Program Long Range Plan

Data Sources: Collect Information: Program Components Form H
Material related to "Least Cost," Form N

Program/Cluster _____ School _____

Date _____

1. Problem/deficiency summary

2. Desired changes in student performance, enrollment, and/or cost

3. Proposed program

Program Long Range Plan*

Program/Cluster _____

Program Component/ Goal	Program Development Objectives (include estimated starting & completion dates, estimated costs)		
	19 ___ to 19 ___	19 ___ to 19 ___	19 ___ to 19 ___
Estimated Costs: Operating			
Capital			

*Use this form as a model. In your planning process you may need more space for each item.

Costs for Program Modification*

Data Sources: District business office, equipment and materials catalogs, regional coordinator

Program/Cluster _____ School _____

Modification	Projected Cost
1. New materials	
2. New equipment	
3. Additional space	
4. Upgrading present staff	
5. Staff time to make program improvements	

*These costs should not include annual operating costs.

Direct Operating Costs Per Year

Data Source: Program and district records

Program/Cluster _____ School _____

	Cost Per Year				
	Previous	Present	Future		
	19__-__	19__-__	19__-__	19__-__	19__-__
1. Direct Instructional Costs*					
Personnel (FTE)**					
Instructional, certified					
Instructional, not certified					
Other					
Total dollars, e.g., salary plus benefits					
Expendable (dollars)					
Materials and supplies (replacement)					
Travel					
Equipment maintenance					
Other					
Purchased services (tuition, consultants)					
Rental (dollars)					
Equipment					
Facilities					
★ *Total Annual Operating Costs*					
2. Capital Costs					
Equipment					
Other					
★ *Total Annual Capital Costs*					
3. Total Direct Operating Costs (1 + 2)					

* *Collect data for the previous and current year to use in trending. Use form as ongoing record.*

** *FTE (full time equivalent) = # hours a person spends on vocational education in a week / Total # hours a full-time person works in a week*

Full-time equivalent includes salary, PERS, Social Security, SAIF, Fringe Benefits, and other employee benefits.

	Cost Per Year				
	Previous	Present	Future		
	19__-__	19__-__	19__-__	19__-__	19__-__
4. Average expenditures per student					
Actual Expenditure per Student (AEPS)					
$AEPS = \frac{\text{Total operating cost (line 3)}}{\text{Total enrollment from Form DD}}$					
Ideal Expenditure per Student (IEPS)					
$IEPS = \frac{\text{Total operating cost (line 3)}}{\text{Maximum possible enrollment}}$					
Maximum possible enrollment is the number of students that would be in the program if every "seat" or "station" was filled.					
5. Actual expenditure per credit (AEPC)					
$AEPC = \frac{\text{Total operating costs (line 3)}}{\text{Total of all credit units awarded to all student in the program}}$					

N

Possible Changes to Improve Program Costs

Program/Cluster _____ School _____

1. Program Length

   a. Proposed changes:

   b. Program length changed from _____ to _____

2. Instructional Methods and/or Staffing

   a. Proposed changes:

   b. Time savings: instructors _____ students _____

   c. Cost savings:

3. Instructional Materials and Supplies

   a. Proposed changes:

   b. Time savings: instructors _____ students _____

   c. Materials and supplies savings $ _____ /year

4. Alternative Equipment:

   a. Proposed changes:

   b. Time savings: instructors _____ students _____

   c. Reduced operating costs: $ _____

   d. Reduced maintenance costs: $ _____

5. Enrollment

   Current enrollment _____ Proposed enrollment _____

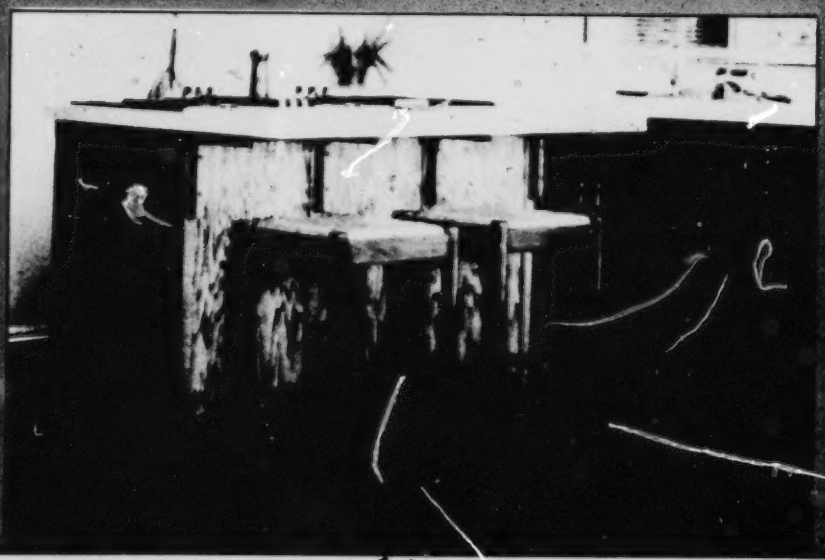
6. Use of Other Vocational Programs in School

   a. Units in other programs

7. Effect of These Changes on Employability of Students

CONSTRUCTION

Photo sites courtesy Roger Cooper Associates



COMMENT
CONSTRUCTION:
Specializing in smaller, designer homes, hard-to-handle lots and arrangements which can include owner work, Roger Cooper Associates reflects the industry's concern for keeping one family homes affordable.

Alternatives to Existing Vocational Programs

Data Sources: Regional coordinator for alternative program
SERVE Report from regional coordinator or teacher's grade books
NOTE: Complete a copy of this form for each alternative.

Program/Cluster _____ School _____

1. Number of students in your school program _____
2. Number of students who are interested _____
3. Number of places available at alternative site _____

4. Name of alternative program

5. Institution/agency for alternative program

6. Number of students per year

7. Institutional costs (tuition) $ _____ /student Total $ _____ /year

8. Support costs (transportation, supervision) $ _____ /student Total $ _____ /year

9. Class schedules for alternative program (describe):

10. Transportation available to and from the alternative program (describe schedule if school buses or mass transportation are used)

11. One way travel time (include maximum waiting time) _____

12. Summary of student opinions on using alternative program

13. Evidence that program enables students to acquire employment skills

P

Summary
Annual Program Review

Program/Cluster _____ School _____

Review Period _____

	Yes	No	Partial
Summary of Findings			
1. The number of jobs and additional educational opportunities is adequate. See page 3.	___	___	___
2. The program can be improved. See page 5.	___	___	___
3. All program components and provisions are present. See page 7.	___	___	___
4. The modification costs to improve program effectiveness or to lower costs are acceptable. See page 11.	___	___	___
5. The total cost for conducting the existing/modified program is acceptable. See page 13.	___	___	___
6. The operating costs of the program can be reduced without affecting the employability of students. See page 15.	___	___	___
7. There is an acceptable alternative to operating the existing vocational program. See page 17.	___	___	___
8. Regardless of the evaluative data, there are reasons for continuing the existing program. See page 19.	___	___	___

Recommendations

1. Program director or building vocational director/coordinator
   ____ Continue program as it is ____ Modify/improve existing program
   ____ Implement alternative program ____ Terminate existing program
   Signature _____ Date _____

2. District vocational director/coordinator
   ____ Continue program as it is ____ Modify/improve existing program
   ____ Implement alternative program ____ Terminate existing program
   Signature _____ Date _____

3. Advisory committee chairperson
   ____ Continue program as it is ____ Modify/improve existing program
   ____ Implement alternative program ____ Terminate existing program
   Signature _____ Date _____

List of Existing District Vocational Education Programs

Data Source: Vocational Director

Program/Cluster _____ School _____

Date _____

	Schools in District Offering the Program / # Student in Program
1. Vocational Programs	
Accounting	
Agriculture	
Child Care	
Clerical	
Clothing/Mgmt/Prod Services	
Construction	
Diversified Occupations	
Drafting	
Elec/Electronics	
Food Service	
Forest Products	
Graphic Arts	
Health Occupations	
Marketing	
Mechanical Industrial Mechanics	
Metals	
Secretarial	
Service Occupations	
Spec Voc Programs	
2. Possible New Programs	

R

Student Interest Survey

1. List three jobs you think you would like to have. Then indicate how sure you are about wanting each one.

	Not too Sure	Pretty Sure	Definite
_____	___	___	___
_____	___	___	___
_____	___	___	___

2. If the following vocational programs were offered in your school, indicate in which ones you would enroll. Then indicate how sure you are about enrolling in each one.

	Not too Sure	Pretty Sure	Definite
_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___

Student Interest in and Related Business/Industry Support of the Vocational Program

Data Sources: Local district surveys of 8-11 grade students in the school, a sample of adults in the school district and a sample of related business/industry in the community area.

Program _____ School _____

Date _____

1. Students	Number of persons interested in the program
8th	_____
9th	_____
10th	_____
11th	_____
Total interested	_____

2. Community Interest/Support:

Individuals:

Groups:

Total interested _____

3. Names of related business/industry supportive of the proposed program:

Total interested _____

4. Total interested in/supportive of the proposed program _____

Preliminary Plan for a New Program

Data Sources: Form AA: Employment Trends for Occupations Addressed by the Vocational Program

Form BB: Additional Employment Related Training Opportunities

Estimated starting costs may be secured from the regional coordinator

Program/Cluster _____ School _____

Date _____

1. Employment Trends

Occupations	19___ Supply/Demand		19___ Supply/Demand		19___ Supply/Demand	
	_____	_____	_____	_____	_____	_____

2. Further vocational educational opportunities

3. Interest in occupations and community support

U

Oregon Department of Education
700 Pringle Parkway SE
Salem, Oregon 97310

APPENDIX D

Instructional Services Division
Career and Vocational Education
Vocational Program Operations Unit

SECONDARY VOCATIONAL PROGRAM APPLICATION REQUEST

(Include Planned Course Statement(s))

CHECK ONE
☐ New Program
☐ Amended Program

State Use
O.E. CODE _____

SUBMIT TWO COPIES OF THIS REQUEST

DUE DATE: March 15, each year

Name of School District and No. _____
Name of High School _____ Phone No. _____
Address of High School _____
Street or Route City County Zip

Title of Program _____ Length of Program: One (1) Year _____
Two (2) Year _____
Name of Contact Person _____ Phone No. _____

Date Request Submitted _____ Date Program to Begin _____

IN THE SPACES PROVIDED BELOW LIST BY GRADE LEVEL THE VOCATIONAL COURSES WHICH MAKE UP THE VOCATIONAL PROGRAM. INDICATE **HOURS OF INSTRUCTION PER WEEK** AND **CREDITS GIVEN FOR COURSE** IN SPACES PROVIDED. IF VOCATIONAL PROGRAM IS A ONE-YEAR PROGRAM, COMPLETE THE 12th GRADE SIDE BELOW. IF PROGRAM IS A TWO-YEAR PROGRAM, COMPLETE THE 11th AND 12th GRADE SIDES. IF COURSES ARE APPLICABLE TO BOTH YEARS OF THE PROGRAM, LIST ON BOTH SIDES.

Grade 11	hrs. per week	no./wks. offered	cred.	state use code

Grade 12	hrs. per week	no./wks. offered	cred.	state use code

IN THE SPACES PROVIDED BELOW CHECK THE APPLICABLE BOXES AND INDICATE NUMBER OF CREDITS GIVEN FOR COOPERATIVE WORK EXPERIENCE, OTHER FORMS OF WORK EXPERIENCE, AND SPECIAL PROJECTS.

Type	Yes	No	Credits	State Use Code
*Cooperative Work Experience				
Supervised Farming Projects				
Farm Placement Project				
Clinical Experience				
Other Special Projects (specify)				
_____				
_____				

*Cooperative Work Experience must be approved on a program-by-program basis.
Complete Form 581-4731 (1/80)

CONTINUED ON REVERSE SIDE

Form 581-4616 (Rev. 1/80)

GENERAL PROGRAM REQUIREMENTS IN SUMMARY

1. Equal access
2. Comprehensive evaluation
3. Properly certified instructors
4. Occupational advisory committee
5. Avoid stereotyping (sex and minority)
6. Nonbaccalaureate degree occupations
7. Safety
8. Vocational guidance
9. Placement and followup
10. Vocational student leadership provisions
11. Adequate facilities and equipment
12. Ten instructional hours per week or equivalent (or 2 credits)
13. Curriculum content related to industry
14. Vocational cluster or specific occupations
15. Labor market needs
16. Accident insurance

OTHER PROVISIONS—SEE STATEMENT OF PROVISIONS ACCOMPANYING FORM 4618

TO BE COMPLETED BY OCCUPATIONAL ADVISORY COMMITTEE REPRESENTATIVE

I do hereby certify that the occupational advisory committee for the program described in this request has been involved in the development of the program.

_____ _____

(Signature of Advisory Committee Chairperson or Appointed Representative) (Date)

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Certificate of Assurance of Compliance with Requirements

I certify that the requirements and provisions for approved vocational education programs as identified in current materials published by the Oregon Department of Education, the regulations for Public Law 94-482, and the current Oregon State Plan for Vocational Education will be complied with in the operation of vocational programs and services offered by the district or through contract between the district and other agencies, institutions or individuals.

_____ _____

(Signature of Authorized School District Official) (Date)

TO BE COMPLETED BY DEPARTMENT OF EDUCATION

This vocational program has been entered into our records as approved. Approval will remain in effect until program is revised, eliminated from the school's offerings, or disqualified because it ceases to meet requirements.

Recommended for Approval _____ _____

Occupational Specialist (Date)

Approved _____ _____

State Director of Vocational Education (Date)

This program has not been approved for the following reasons:

_____ _____

Occupational Specialist (Date)

_____ _____

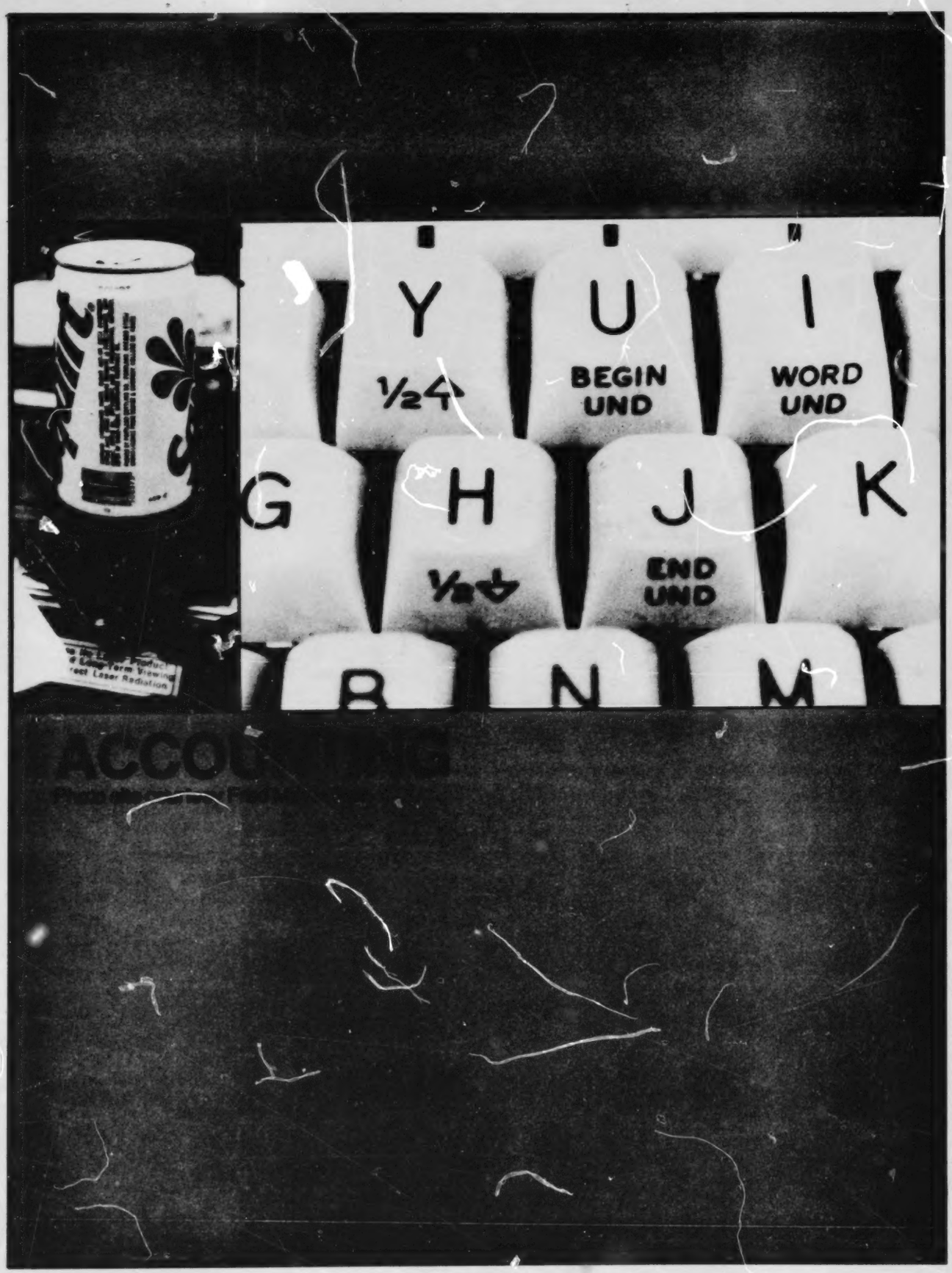
State Director of Vocational Education (Date)

Building/District Program Long Range Plan*

Data Sources: Forms K that were developed as plans to improve programs/clusters.
Forms M and supporting T forms that were developed as part of a preliminary plan for potential new programs.

Component	Program Development Objectives (include estimated starting & completion dates, estimated costs)		
	19 ___ to 19 ___	19 ___ to 19 ___	19 ___ to 19 ___
Estimated Costs: Operating			
Capital			

*Use this form as a model. In your planning process you may need more space for each item.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COMMENT
ACCOUNTING:
Accounting has changed radically as inventory management, pricing, sales procedures and records are managed with lightening speed by computer. Our photos from Fred Meyer show the laser scanning check-out system which "reads" the white spaces between the black bars on the Universal Product Code.

Employment Trends for Occupations Addressed By An Existing/Proposed Vocational Program

Data Source: Oregon Program Planning System (OPPS). *Regional coordinator completes this form.*

Program/Cluster _____ School _____

Date _____

Time Frame 19___ to 19___

Occupations in Program Related Areas*	Number of Current Positions	Number of New/Replacement Positions
Total		

* *Look for trends in the geographic area where students will look for jobs. You may need to use data for a larger geographic area because that may be all that is available.*

Additional Employment Related Training Opportunities

Data Source: Leader's Guide, see page 55. *Regional coordinator completes this form.*

Program/Cluster _____ School _____

Date _____

	Name of Institution/ Agency	Name of Program
1. Community college(s):		
2. Proprietary school(s):		
3. CETA:		
4. Business/industry training program(s):		
5. Apprenticeship program(s):		
6. Other:		
7. Total programs available _____		

Total (Unduplicated) Enrollment in the Program by Year

Data Source: SERVE 6022 *regional coordinator completes this form.*

Program/Cluster _____ **School** _____

Date _____

	19__-__	19__-__	19__-__	19__-__	19__-__
Percentage of Total School Enrollment					
Total Unduplicated Enrollment					

DD

Enrollment and Completion Trends For Special Population Groups by Year

Data Sources: SERVE Report or Teacher's Class Records. *Regional coordinator completes this form.*

Program _____ School _____

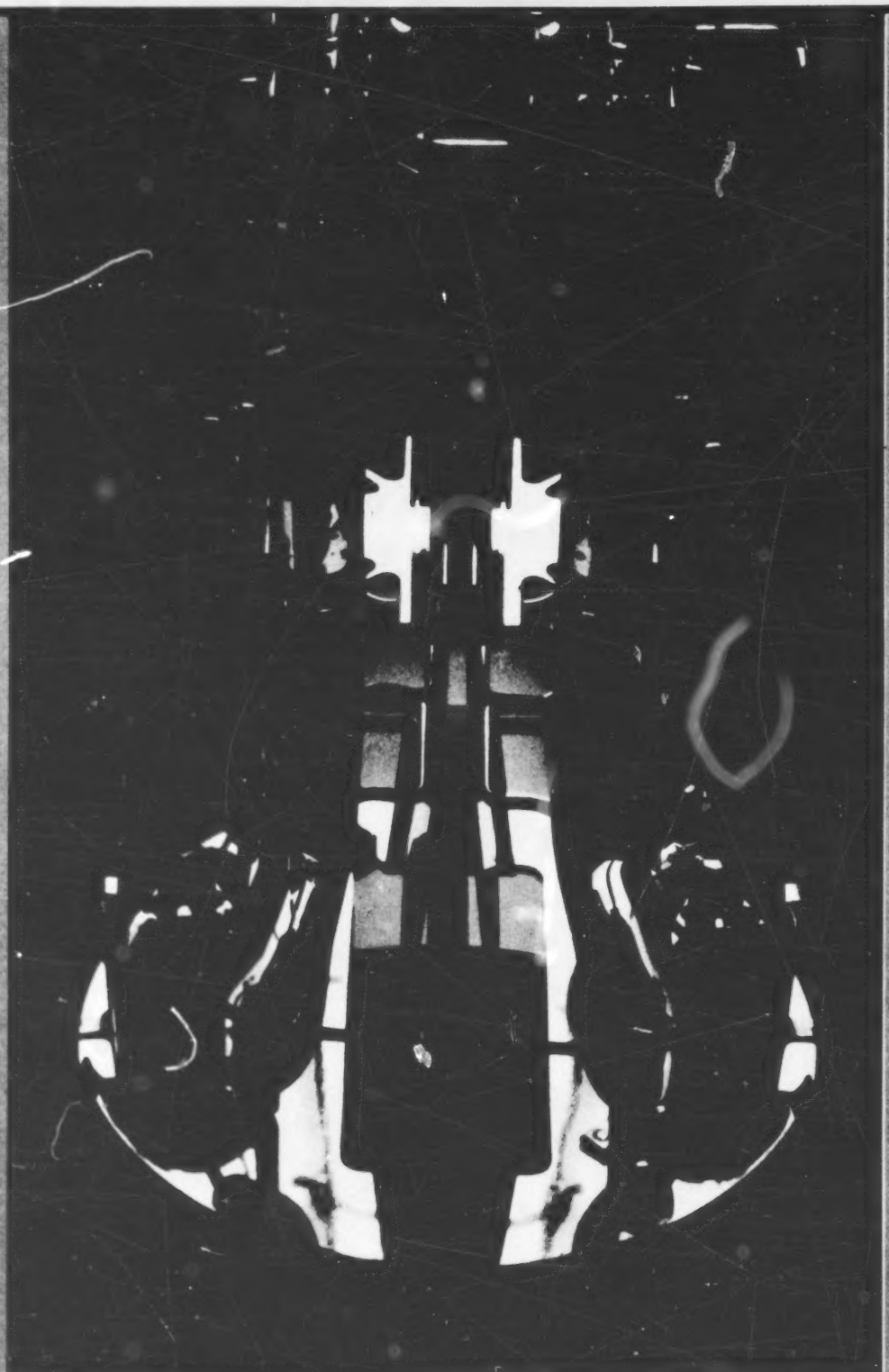
	Types of Students	19__ N Enrolled	19__ N Completed	19__ N Enrolled	19__ N Completed	19__ N Enrolled	19__ N Completed	19__ N Enrolled	19__ N Completed	19__ N Enrolled	19__ N Completed
SERVE 6022	Sex: Male										
	Female										
	Total program enrollment:										
SERVE 6009B	Handicap: Mental										
	Orthopedic										
	Hearing										
	Visual										
	Speech										
	Chronic illness										
	Serious mental disturbance										
	Learning disabled										
	Multiple										
	Other:										
	Linguistically Different: Spanish										
	Other:										
SERVE 6009A	Disadvantaged: Academic										
	Economic										
	Total unduplicated handicapped, disadvantaged, and linguistically different:										

Students Participating in Cooperative Work Experience By Year and Special Population Groups

Data Sources: SERVE Report 6010B. *Reginal coordinator completes this form.*

Program _____ School _____

Students		Previous 19__-__	Present 19__-__	19__-__	19__-__	19__-__
Grade Level:	10					
	11					
	12					
	Other					
Males in CWE						
Females in CWE						
Handicapped in CWE						
Disadvantaged in CWE						
Limited English Speaking in CWE						
Minority in CWE						
Non Minority in CWE						
Total in CWE						
% Total Program Enrollment		___%	___%	___%	___%	___%



ELECTRICITY-ELECTRONICS

Photo of CRT gun by Larry Jackson,
courtesy Tektronix

COMMENT

ELECTRICITY-ELECTRONICS:

The photo we've used is a CRT gun. As the fundamental part of all computer display units, it is responsible for shooting electrons at the face plate in configurations which create the display we can read.